



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER**

**TOPIC:**

A WIKI PAGE TO ENHANCE ENGLISH PRONUNCIATION IN LEVEL A1 TO STUDENTS OF EIGHTH GRADE AT EGB UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL, SALINAS PROVINCE OF SANTA ELENA, 2015-2016.

**RESEARCH PAPER**

**AS A PREREQUISITE TO OBTAIN A:  
BACHELOR'S DEGREE IN ENGLISH**

**AUTHOR:** JENNIFER BETZABETH REYES SUÁREZ

**ADVISOR:** ING. TATIANA GARCÍA VILLO, MSc.

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2015 - 2016

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**UPSE**

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**2015 - 2016**

La Libertad, August 31<sup>st</sup> 2015

**ADVISOR'S APPROVAL**

In my role as advisor of the research paper under the title “A Wiki page to enhance English pronunciation in level a1 to students of eighth grade at EGB Unidad Educativa Salinas Innova School, Salinas province of Santa Elena, 2015-2016” prepared by Jennifer Betzabeth Reyes Suárez undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

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La Libertad, August 31<sup>st</sup> 2015

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**Sincerely**

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Jennifer Betzabeth Reyes Suárez  
ID: 091965608-2

## **DEDICATION**

I dedicate this work to my family: my parents and my siblings who encouraged me every day to finish this task. I also dedicate it to all the people who have supported me during the realization of this work: dear friends and professors.

**Jennifer Reyes**

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A special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and expertise managing the English Teaching Career.

**Jennifer Reyes**

## **DECLARATION**

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

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Jennifer Betzabeth Reyes Suárez

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A1 TO STUDENTS OF EIGHTH GRADE AT EGB UNIDAD EDUCATIVA  
SALINAS INNOVA SCHOOL, SALINAS PROVINCE OF SANTA ELENA,  
2015-2016**

**Author: Jennifer Betzabeth Reyes Suárez  
Advisor: Ing, Tatiana García Villao**

**ABSTRACT**

Today's society integrates the use of information and communication technologies (ICTS) and it is precisely in education where technological strategies should be implemented. This will allow students to consolidate the acquired knowledge, question the knowledge, and look for new knowledge always supervised by the teachers in their role of guidance of the process. A modeling strategy is used to help students to pronounce fluently by repeating what the teacher and record conversation pronounced. All this activities are going to be developed by students through a Wiki. It shows the improvement of the English pronunciation of eighth grade students EBG at Unidad Educativa Salinas Innova School through the implementation of a Wiki. As the fundamental base of the research, WIKI has been used as well as other important web tools which are helpful for the improvement of the pronunciation skill. The present research shows the application of different methods, such as, qualitative, quantitative, and deductive-inductive. For each method previously mentioned, different instruments such as surveys, interviews which were applied in order to collect information.

**Keywords:** ICTS, English language, English pronunciation, Wiki.

## INTRODUCTION

Technology has had a big impact in education due to the implementation of new resources (web tools) which are useful in and out of the classroom. Educational field is as important as other fields and technology can be used to develop new strategies that will help students to improve their skills.

The English pronunciation is an important skill in the English language. When someone reads a paragraph, he/ she can identify grammar structures, acquire vocabulary, pronunciation and through this can understand the whole meaning of the context. Education using web tools proposes the use of new methodologies and technologies where students take control of their learning as much as possible and experiment new ways of learning

A Wiki page to enhance English pronunciation offers students and teachers many advantages. It helps students to work by themselves or in teamwork and to look for online information. This research is focused on English pronunciation fluency which is considered a sub-skill and it can be taught using a modeling strategy.

This research was structured in five chapters, which are divided in:

**Chapter I, The Problem**, describes the problem statement, significance of research, critical analysis, objectives and so on, whose purpose is to become a successful research.

**Chapter II, Literature Review**, gives details about research preview, philosophical, sociological and legal basis and hypothesis about this research.

**Chapter III, Methodology**, explains methodological strategies in order to get a successful research. This chapter contains levels of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations.

**Chapter IV, The Proposal,** expresses the solution of the problem and analyses the outcomes of this research.

**Chapter V, Administrative Framework,** details the timetable, resources and budget of this research

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. TITLE**

**“A WIKI PAGE TO ENHANCE ENGLISH PRONUNCIATION IN LEVEL A1 TO STUDENTS OF EIGHTH GRADE AT EGB UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL, SALINAS PROVINCE OF SANTA ELENA, 2015-2016”.**

#### **1.2 STATEMENT OF THE PROBLEM**

##### **1.2.1 Context**

In today's global world, English is the most common language spoken everywhere. It is estimated that the number of people in the world that use English to communicate with other people is increasing, due to the globalization. Learning English is an essential part into the development of education.

In Ecuador like a potential touristic place it is necessary to speak in English due to, all time people arrive from different countries and it is to understand us and understand them. It results difficult in some countries where the native language is Spanish especially when people pronounce the words in English language. Therefore it is relevant to have a correct pronunciation in English and this way develop the speech.

To the students in Ecuador is a little difficult to remember the correct pronunciation from different words. They can recognize the phrases or words but they do not remember the sounds of words. Another problem is the students read the same way that they write so it is difficult to identify the correct sound when they read or say this word.

As a result of this the students do not pay attention and do not have enough encourage to learn because they think it is a relevant part to speak in English. To establish a good communication is necessary to have a fluent pronunciation in order to express the ideas and those are easily understood by other people.

In Santa Elena province the education is improving to be as efficient in the communities that need to speak in English. Learning English results difficult in some countries where the native language is Spanish, some cases are shown by students from high school, who are learning a second language.

They have difficulties to learn the pronunciation of new words, for these students in each class is not easy to remember the pronunciation specially if this word has been learnt recently or may be not used constantly, it is well known by continuous change in education specially for the incidence of the technology in learning like use of wikis.

Based on these premises, it is considered that at Unidad Educativa Salinas Innova School the use of a wiki can contribute to develop the English pronunciation during the teaching-learning process in the classroom.

### **1.2.2 Critical Analysis**

The students have many problems when they want to learn English specially when they want to improve their pronunciation. A specific group of students show some problems when they have to remember the pronunciation of some words about previous class where teachers used different methods to teach.

As a result of this research, it was evidenced that they have difficulties in the pronunciation because they did not listen to the correct pronunciation, did not understand or in some cases they did not pay attention in class.

Unidad Educativa Salinas Innova School is an institution located in Jose Luis Tamayo, Salinas, its vision is aimed the Technology Innovation. Learning online manages a transformation in innovation of education focus on English Language like an essential part of education.

In addition, students have access to internet through diverse kind of technology. The use of internet tools is a multimedia resource which simulates a real environment it can motivate learners as well as facilitate learners through a wiki page where they can update the content about class.



This research attempts to enhance the correct pronunciation for students by creating a wiki page. It is important to emphasize that a wiki page is useful tool that allow assistant collaborative activities improving student interaction used to facilitate English learning pronunciation furthermore it provides new learning experiences to promote English as an easy technique to learn for students.

### **1.2.3 Problem formulation**

Will the application of a WIKI PAGE allow the students Eighth grade at EGB Unidad Educativa Salinas Innova School to improve their pronunciation in English?

### **1.2.4 Guideline questions**

- What is the Wiki page?
- What are the advantages to get a correct pronunciation trough a wiki?
- What is the influence of a wiki page to learn English of the Eighth grade at EGB Unidad Educativa Salinas Innova School?
- What are the principal problems to pronounce in English?
- Why is it necessary to provide a wiki page as a tool to develop a fluency to pronounce in English?

### **1.2.5 Problem Limitation**

- **FIELD:** Education.

- **AREA:** English.
- **ASPECT:** English pronunciation using a wiki page
- **TITLE:** “A WIKI PAGE TO ENHANCE ENGLISH PRONUNCIATION IN LEVEL A1 TO STUDENTS OF EIGHTH GRADE AT EGB UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL, SALINAS PROVINCE OF SANTA ELENA, 2015-2016”.
- **PROBLEM:** the application of a WIKI PAGE to help the Eighth grade at EGB Unidad Educativa Salinas Innova School to improve their pronunciation in English
- **TIME LIMITATION:** The research will be developed during the academic year 2015-2016.
- **POPULATION LIMITATION:** Eighth grade at EGB Unidad Educativa Salinas Innova School
- **SPACE LIMITATION:** Unidad Educativa Salinas Innova School
- **CONTEXT LIMITATION:** This investigation will be focused on the effect of the Wiki page as an innovative tool to increase the fluid pronunciation of the Eighth grade at EGB Unidad Educativa Salinas Innova School

### **1.3 SIGNIFICANCE**

This investigative work is based in the study of the use of technology to learn English, in order to encourage English learning focused on the correct Pronunciation in the basic level (A1) for students who are learning the language.

The purpose of this project is to develop the interest from the students to learn the correct pronunciation from different words through the use a wiki page which is expected to have a big success.

For implementing the practice of the English language, the students are going to practice every day not only in the classroom but at home or in another place where they can access to internet, it means in a synchronically and synchronically way.

A wiki page is a web application which allows collaborative modification, multiple users can participate and wiki has little implicit structure, allowing structure to emerge according to the necessities of the users.

“According to Chao J. (2007) a wiki can be thought of as a combination of a web site and a Word document. At its simplest, it can be read just like any other web site, with no access privileges necessary, but its real power lies in the fact that groups can collaboratively work on the content of the site using nothing but a standard web browser”.

The principal objective of using a wiki page is promote the interaction between teachers and students. The students take responsibility and autonomy in their own learning.

In our country, especially in our province, it is not common to find institutions who acquire knowledge in English outside of class through a wiki page. It is important to consider the needs in our students. Technology and English language education are related to each other and they have an important role in today's human society development.

Nowadays it is easier that students focus their attention in the content and not only in the technology, the task of the teacher is to create a stimulating learning environment, facilitate positive transfer of knowledge, provide communication between student-teacher, as well as communication among students.

A great number of free web tools integrate these resources and the demands of the curriculum are also available on the Internet, they are designed for teachers and English learners, this version of Wiki page has articles with shorter sentences and a simple vocabulary, it is a good way to give them experience.

According to the vocabulary of students increased, some words would be more easy to interpret it and acquire it as part of the basic knowledge in English and a lot of educational information useful on the web would be easier to understand. This tool gives them opportunities to explore and encourage them to learn more by heading online.

A wiki for learning English help students to become familiar with learning, speaking, and comprehending through a technological medium. The student as a

main actor of his learning, enhance a great use of language and it allows to express: knowledge, ideas and experiences. To encourage the constructive learning and acquiring the basic and correct pronunciation in English.

## **1.4 OBJECTIVES**

### **1.4.1 General Objective of the research**

To analyze the importance of English Pronunciation through a wiki page for increasing English Pronunciation in level A1 for students of the Eighth grade at EGB Unidad Educativa Salinas Innova School during school year 2016.

### **1.4.2 Specific Objectives of the research**

1. To propose an interactive wiki page with pronunciation activities.
2. To identify strategies and techniques that help students to improve their English pronunciation.
3. To establish theoretical and methodological fundamentals to create a Wiki page.
4. To identify advantages of using a Wiki page inside and out of the classroom.
5. To analyze how a Wiki page is being used by students for English pronunciation learning process.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 PREVIOUS RESEARCH**

The need for learning English encourages institutions and educators to develop or implement new techniques that motivate and facilitate the learning of students, keeping in mind each of the skills of the English language that they want to develop and the many advances that it possesses; technology today has extended the means by which they learn, interact and share information.

The incorporation of information and communication technology (ICT) in education environments is not a new trend, but even they are not sufficiently clear ways to interact in these environments that will enable teachers and students to take full advantage of the potential of these.

However, most of the educational institutions have promoted the use of ICT in education, since they represent a transformation of the traditional paradigms of education. This responds to the new skills developed and need to strengthen students, as well as the requirements of social and working market in the world.

### **2.1.1 PROJECTS APPLIED THROUGH WIKIS**

This study provides instructors with more options in choosing suitable communication channels in the wiki environment. It is hoped that students may benefit from using wikis in improving their academic performance and strengthen their interaction with other in the online learning environment. There are situations in Spain and Ecuador where they have applied as examples.

#### **2.1.1.1 SPAIN**

An example of the use of wiki is the Polytechnic University of Valencia that shows a clear collective effort to achieve a goal and created the Theatre classroom in English. The purpose of this wiki was the English translation and adaptation of a work for its representation at end of course.

The Professor created the wiki and, after having decided on the distribution, requested the group to translate the text and adapt it to the needs of the assembly, the process gave as result that every actor and actress to take special interest in their characters.

This is a good example of three of the essential features of a wiki, put at the service of an educational purpose: it enhanced motivation if the purpose and contents are well defined.

#### **2.1.1.2 ECUADOR**

A case study related to the experiences about New Media Technologies was presented at a “Jesus Maria” school in Portoviejo city the project used WIKI as a motivator to collaborative work in basic education students. A wiki allows to work in an environment socio-constructivist of teaching/learning, offering other tools such as forums, chat, learning, lessons, glossaries, tasks, etc.

The students developed the skills in English and the same time they acquire knowledge about web tool that it allows new ways of collaborative learning.

#### **2.1.2 A WIKI**

A wiki is a web application that resides on a web server that is accessed with any browser, it allows users to add content and edit ones. The wiki name is based on the term Hawaiian "wikiwiki" meaning "quick" or "informal". The history of wikis, as stated in the Wikipedia, begins in 1995, when the mentor of the idea, Ward Cunningham, looking for a name for an application that he had designed which allowed to a dispersed community of users edits web pages quickly using a browser and web forms.



Kathryn I. Matthew (2009) indicates that : “Wikis have the potential to enhance students’ learning because wikis situate learning in an authentic context, ensuring that the learning is both memorable and transferable. Wikis provide students with spaces in which to construct their own knowledge within a community of learners who share common goals”.

Piña, García, & Govea (2010) emphasizes that “The wiki can be very productive in the teaching of a foreign language, due to it can be used by teachers with the purpose of promoting the constant practice of the linguistic skills INSIDE and OUTSIDE of the classroom”.

Today, there are many technological tools that are available to teachers and students to be used for the educational deed. These have been incorporated into education since they promote collaborative work and practice at distance, facilitating interaction teacher-students and its access is free. Wiki provides several benefits to the learning process, for this reason, teachers of English as a foreign language should take advantage of this tool to achieve meaningful learning, especially the skill of listening, which can be highly developed using it.

Pronunciation is related with the principal Skill such as listening and speaking it is important to develop listening skills since through it people can understand and obtain information. The principal goals of this study are to develop or take

advantage from some technologies to learn pronunciation and to combine different techniques to improve learning in English when it is required.

## **2.2 PHILOSOPHICAL BASIS**

This technology is an innovative pedagogical project that support the teaching-learning process; it increases the interactions. “The students display always a lack of interest in learning. However with the help of multimedia the class could be organized materials which could stimulate the students’ senses to enhance their perspective in education interaction.” (Wang & Wang, 2015)

“The multimedia applied in English teaching could save a lot of time in class. The different types of materials could also add the quantity of information in class, which could help raise the efficiency in teaching and also help to promote the reform and regeneration in education.” (Wang & Wang, 2015)

“Wikis offer an opportunity to acquire the expertise needed for help system development in a less rigid, incremental manner. The resulting system would be able to answer questions based on expert knowledge, but without the formal knowledge base and reasoning mechanism in artificial intelligence implementations.” (Wagner, 2004)

## **2.3 FUNDAMENTAL CATEGORIES**

### **2.3.1 WIKI PAGE**

Wikis can be used as a source for getting information and new knowledge, and also as a system of virtual collaboration, it enable to share dialogues, listen to words or phrases, read information among participants in group projects, allowing learners to employ cooperative in learning among them.

Wikis have the potential to enhance students' learning since it situates learning in an authentic context, ensuring that the learning is both memorable and transferable.

#### **2.3.1.1 WIKI CHARACTERISTICS**

##### **1. INCREMENTAL KNOWLEDGE CREATION AS QUESTION**

**ANSWERING:** Wikis join different arrangements of knowledge and allow to add information.

##### **2. POWER OF EDITING:** Students can add or edit content: as an owner of a wiki they can correct mistakes, editor approve additions or changes.

##### **3. CENTRALIZED, WEB BASED RESOURCE:** Wiki use a common repository, database server, and an application server that runs the Wiki software facilitating the web based interactions.

4. **CONNECT TO PAGE MAPPING:** The basic unit of information in a Wiki is a web page. It can achieve a one to one mapping between knowledge concepts.
5. **INDEXED CONTENT:** Knowledge concepts can be catalogued individually and found easily even by search engines incapable of full text search.
6. **HYPERLINKS TO CREATE CONTEXT:** Hyperlinks connect concepts to other and when they are created in a Wiki is an important factor in promoting content relevance and quality.
7. **WORK PRODUCT ORIENTATION:** It is focused on attention. Timing constraints makes such systems less useful to different time interaction where people work in different parts of a problem.

### **2.3.2 WIKISPACE CLASSROOM**

Wikispace Classroom is a writing community platform for education. It is really easy to make a classroom workspace where teachers and students can communicate and work on writing projects by themselves or in groups. These implements give them the power to increase student contribution and arrangement in real-time. Wikispace Classroom works great on modern browsers, tablets, and phones.

### 2.3.3 WIKIS IN THE EDUCATION FIELD

A wiki is similar to web 2.0 which use a web technology for sharing data, it is a collaborative web page to promote and facilitate the learning. Wikis are a method to develop a knowledge base around a particular content area, it can be the best practices in a particular field used an specific piece of software.

An important part of a wiki is that the information is easy to get. The software could provide users some tips and guidance on various software procedures, the goal would be for beginner users to access the wiki on their organization's intranet, search for the task and quickly find the answer.

The principal part of wiki is to add information and get feedback to the group whom participate, the wiki page enables to find group solution to a problem, to develop a standard of education and to encourage the autonomous learning in any area, on the other hand it is important to highlight that it allows to develop skills and capacities of the students, and how educational sceneries can encourage the development of these capacities.

(Bruns & Humpreys, 2009) emphasizes the following aspects in a Wiki

- **Creative:** “The development of creative capacities that can be exercised successfully in the collaborative environment of wiki. Participants need the skills to be collaborative co-creators occupying flexible roles, in

contrast to educational practices aiming to position them as self-sufficient creative producers”. (Bruns & Humpreys, 2009)

- **Collaborative.** It is important to build the capacity for collaborative engagement. Part of the skill set here is developing the capacity to know when, where and with whom to collaborate, and under what circumstances not to do so. (Bruns & Humpreys, 2009)
- **Critical.** Develop critical capacities are indispensable in the giving and receiving of constructive feedback on the ongoing collaborative process and the result it produces. Thus critical capacities must extend well beyond the ability to assess the quality of content encountered in standard research processes. (Bruns & Humpreys, 2009)

#### 2.3.4 ICT

Information and communication technology has an important role in the society, since offers a lot of advantages such as: searching information, easy to communicate between other people from different part of the world through internet tools, facilitates sharing of resources, expertise and advice, development of higher level learning styles.

Communication channels are increased through email, discussion groups and chat rooms and others, current devices allow to edit, produce, keep, transfer and exchange information. They are tools and programs that try to administrate and share information through technological support.

### **2.3.5 PRONUNCIATION**

Pronunciation is the way how the words are pronounced, it is the result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. Pronunciation is the essential part for speaking and understanding spoken English fluent.

### **2.3.6 HOW IMPORTANT IS TO IMPROVE PRONUNCIATION?**

Correct pronunciation is basic for an efficient communication in English. According to the native language the pronunciation or dialect can be varied and it is the main stage to work when people learn a new language. For instance when students learn a new language the first goal to get it is to learn the correct pronunciation or sound in this language.

They have to focus on how to make the sound for the words, keep in mind our ear and attention is so important in this process and focusing on clearly hearing and

then speaking the sounds of English leads to large gains in fluency later on. To develop a fluent pronunciation is difficult for teachers since they spend enough time on pronunciation with students and engage to the different students' needs in class, However, self-study can solve this problem and offer a personalized solution through a system which offers to solve or help a problem.

## **2.4 LEGAL BASIS**

### **2.4.1 CONSTITUTION OF ECUADOR**

The legal basis of this research is based in The Constitution of Ecuador of 2008 that express:

The Constitution of Ecuador states significant articles that based this research:

**Article 16, literal 2:** indicates that: “All persons, individually or collectively, have the right to: Universal access to information technology and communication.”

According to the article 16 literal 2 of the Constitution of the Republic of Ecuador there is the chance to have technological knowledge because today technology is essential in different areas of our society such as: medicine, science, and education.



**Article 277:** refers to achieve the good life, are general obligations of the State: To promote and advance science, technology, arts, ancestral knowledge, and general community activities creative initiative, associative, cooperative and private.

According to the article 277 of the Constitution of the Republic of Ecuador the Ecuadorians have the right to know and learn the updated tendencies in the different areas that they are involved.

**Article 347 literal 8:** point that “It is the responsibility of the State: Incorporate information technology and communication in the educational process and promote the link education with social productive activities”.

According to the article 347 of the Constitution of the Republic of Ecuador teachers and students should be beneficed with the insertion of technology into the classroom because the content of the class will be different and innovative.

#### **2.4.2 LAW OF INTERCULTURAL EDUCATION**

The Organic Law of Intercultural Education (LOEI) emphasizes important articles that based this research:

**Article 6.j:** “Ensure digital literacy and the use of technology of information and communication in the educational process, and facilitate the binding of teaching with productive or social activities.”

According to the article 6 from the organic law of education intercultural it is relevant the application of technology in the teaching and learning process because the society needs good professionals who can contribute to the development of the country.

As conclusion and according to The Constitution of Ecuador and LOEI, education is a right of people to develop skills, and the use of technology is important in the development and construction of knowledge.

## **2.5 HYPOTHESIS**

A wiki page will improve English pronunciation in level A1 for students of Eighth grade at EGB Unidad Educativa Salinas Innova School.

## **2.6 VARIABLES OF STUDY**

**Dependent Variable:** English pronunciation.

**Independent Variable:** A wiki page.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

This research was based on quantitative and qualitative methodology, these methods allowed to get specific information about the improvement of English pronunciation in the students of Eighth Grade EGB at Unidad Educativa Salinas Innova.

##### **3.1.1 Quantitative Method**

Albert & Gomez. (2007). establishes that is really important to get a statistical analysis in order to have a clear view of the development of the research. It is through the collecting of raw data based on the theory or hypothesis providing the necessary information in graphs or tables in an accurate and standardized way.

##### **3.1.2 Qualitative Method**

Qualitative method was used in different academic areas to gather information that helped to describe the problem situation by collecting and analyzing data through observations, interviews and the use of cameras to collect valuable audio and video. It focused on the problem which in this case is the lack of fluency in English Pronunciation. The observations or interviews were personal or focused group according to students, teachers and authorities from Unidad Educativa Salinas Innova School.

### **3.1.3 Inductive-deductive Method**

This research used both means inductive and deductive methods. All the needed information about the implementation of a Wiki Page was gathered and finally simplified for the research, in contrast for the inductive method the researcher began with some observations to make expectations about the enhancement of English pronunciation in level A1 of the eighth grade students EGB at Unidad Educativa Salinas Innova.

## **3.2 LEVEL OR TYPE OF RESEARCH**

**Field Research.-** It was really important and necessary to get updated information through the collection of data, in addition, it contributed to explain and understand the cause-effect since the field research uses observations, surveys and interviews which are essential instruments to obtain real information from population involved in the problem.

**Applied Research.-** This type of research allowed the implementation of a Wiki Page in order to improve the English pronunciation in level A1 of the eighth grade students EGB at Unidad Educativa Salinas Innova.

**Bibliographic Research.-** It allowed doing the research and selecting scientific-theoretical basis on the subject of analysis, the main topics are related to the uses of Wiki page and ICT in higher education were established using this level of research.

### 3.3 POPULATION AND SAMPLE

#### 3.3.1 Population

The population who took part in the research was the staff from Unidad Educativa Salinas Innova which consists of people who are detailed below: 31 eighth grade students, 5 teachers who teach the subject (English language). Finally, the principal of Unidad Educativa Salinas Innova School from Salinas, province of Santa Elena.

**Chart 1: Population Details**

N°	Descripción	Quantity	%
01	Authority	1	1,08
02	Teachers	5	5,43
03	Students	85	92,39
04	Specialist	1	1,08
<b>TOTAL</b>		<b>92</b>	<b>100 %</b>

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

#### 3.3.2 Sample

The procedure for the sample was not carried out due to the population was too short. As a result, the research was done with the 100% of the population.

### 3.4 VARIABLES OPERATIONALIZATION

**Independent Variable:** The implementation of a Wiki Page

**Chart 2: Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
A wiki is a web application that resides on a web server that is accessed with any browser, it allows users to add content and edit ones.	Learning Process  ICTS  The implementation of a Wiki Page	Skills  Methodological Strategies Tools Technology Audio Video  Web Tools  Wikis	Does the teacher apply the right and appropriate teaching methodology in the classroom?  Are the teachers able to use technological resources in the classroom?  Will a Wiki page improve English pronunciation in eighth grade students?  Are the teachers able to use Blended Learning Modality in the classroom?	Interview  Survey

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

**Dependent Variable:** English pronunciation

**Chart 3: Dependent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The enhancement of English pronunciation in level A1 of the eighth grade students EGB at Unidad Educativa Salinas Innova.</p>	<p>Teaching Pronunciation methods and strategies</p> <p>Significative learning</p> <p>Receptive and reproductive abilities development</p>	<p>The use of technology</p> <p>Constructivism</p> <p>Motivation</p>	<p>Does the teacher encourage students to practice English pronunciation?</p> <p>Does the teacher use web tools to improve English pronunciation?</p> <p>Will a Wiki page improve the English Pronunciation in eighth grade students EBG, at Unidad Educativa Salinas Innova?</p>	<p>Interview</p> <p>Survey</p>

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## **3.5 TECHNIQUES AND INSTRUMENTS DATA COLLECCION**

### **3.5.1 Techniques**

The following techniques were applied during this research: Observation, Survey and interview.

#### **3.5.1.1 Survey**

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution; it also allowed to get the results about the advantages and disadvantages of the implementation of a wiki page to enhance English pronunciation in the students of eighth grade.

#### **3.5.1.2 Interview**

This technique was used use to obtain direct information from the Principal of Unidad Educativa Salinas Innova and computer experts. From the first interviewed it was possible to know the use of Technologies at high school and from the computer experts it was possible to compare the use of a Wiki Page among other modalities and to take advantage of its application, providing relevant information.



### **3.5.2 Instruments**

#### **3.5.2.1 Camera, video - camera**

This instrument was used to capture images and videos in order to reproduce them later and get an evidence of the implementation of a Wiki Page to enhance English Pronunciation.

#### **3.5.2.2 Questionnaire**

It is a document with several questions which was elaborated to get information about the stated problem and it was applied to the students.

### **3.6 DATA COLLECTION PLAN**

The data was obtained through a research process using an interview and surveys which were processed and analyzed once the information was collected doing statistic calculations. This process was applied in order to get real information for the research and make it easier and realizable following the necessary permissions. The interview and surveys were applied to eighth grade students, teachers and principal of the high school.

**Chart 4: Data collection plan**

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What for?	To enhance English Pronunciation of students.
2. From which people or objects?	Students and teachers.
3. About what aspects?	A wiki page to enhance English Pronunciation
4. Who?	Author: Jennifer Reyes Suárez
5. To Whom?	Eighth grade students
6. When?	2015 - 2016.
7. Where?	Unidad Educativa Salinas Innova
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

### 3.7 DATA PROCESSING PLAN

**Chart 5: Data Processing plan**

<b>DETERMINATION OF A SITUATION</b>	<b>DATA SEARCH</b>	<b>DATA COLLECTION AND ANALYSIS</b>	<b>DEFINITION AND FORMULATION</b>	<b>STATEMENT OF SOLUTIONS</b>
<p>The low English pronunciation and low use of technological teaching resources was determined through surveys directed to students and teachers of eighth from the Unidad Educativa Salinas Innova, the use of a Wiki Page to enhance English Pronunciation in level A1 of students was justified.</p>	<p>Once the problem was discovered the investigator started looking for related information at: Books, articles, internet, among others. Besides an interview with the principle of High School is scheduled.</p>	<p>Once the problem was confirmed at Unidad Educativa Salinas Innova, surveys and interview were made (surveys for students and teachers and interviews for the Principal,), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that proved the low level of English Pronunciation in level A1 of eighth grade of Unidad Educativa Salinas Innova, it was important to involve the teachers in the incoming process in order to enhance English Pronunciation in each student.</p>	<p>Implementing a Wiki Page as strategy to the eighth grade students will enhance English Pronunciation in level A1.</p>

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

### **3.8 ANALYSIS AND INTERPRETATION OF RESULTS**

#### **3.8.1 Interview directed to Lic. Julio Guamantica Farinango principal of Unidad Educativa Salinas Innova**

**Question 1:** What are the advantages or disadvantages of using ICT (information and communication technologies) in higher education?

**Interpretation:** The principal said that ICT are essential tools in this era of knowledge due to their advantages in the learning of the English language. It allows the students acquire the content in a different way because learning isn't only written. Through a tool you can listen and watch too.

**Question 2:** Do you think the implementation of ICT promotes a better academic performance?

**Interpretation:** The principle said that ICT are important in the process of English learning during the development of the class but it is according to the content and the creativity of the teacher that it takes a relevant place too. He considers that the teacher is an artist when he teaches in class.

**Question 3:** What are the most used ICT in the educational field?

**Interpretation:** The principal said that the internet is the most important and the most useful tool in education since through it the student can access to all kind of information and learning, at the same time the students can look for some new content from the class.

**Question 4:** Have you ever heard the word wiki and the use about it in the teaching - learning process?

**Interpretation:** The principal said that the term wiki is new for him and he didn't know the meaning. But after showing him some examples and short explanations about it, he considers that wiki will be a good technique to apply in class because this tool allows the interaction between the teacher and students out of the classroom.

**Question 5:** Will you support the implementation of a Wiki Page as a system in order to enhance the English Pronunciation of the students?

**Interpretation:** The Principal assured his support to a Wiki Page for improving the English pronunciation, in addition he stated that any system that generates improvement should be used and implemented here. The principle also mentioned his support to this great modality and desire to learn more about this tool to apply it to his classes.

## INTERVIEW TO SPECIALIST ING. JESSICA RODRIGUEZ

**Question 1:** What are the advantages or disadvantages of using the ICTS in education?

**Interpretation:** The specialist agreed that the use of these tools called ICT are a great way to save time and resources, also that this technology organizes better the information better than traditional methods, but at the same time it has disadvantages because they show some distractions. For that reason it is important to control the kind of content the student has access to.

**Question 2:** What kind of learning tools (virtual systems) do you know in order to improve the English pronunciation of students?

**Interpretation:** The specialist agreed that there are many kinds, but Web sites and wikis are so popular and easy to use for teenagers and they are the best due to the free software on line. Some others are popular too, but they have a cost which is not beneficial for the institution and students.

**Question 3:** Do you agree that a Wiki page will help students improve English pronunciation?

**Interpretation:** Ing. Jessica Rodriguez stated that a Wiki Page to enhance English Pronunciation is a good technique since students have easy access to the content of this page and they can share information, practice the exercises review the vocabulary and other common topics from previous classes in order to improve a best level in English pronunciation.

**Question 4:** Do you consider that the use of the Web tools is the best opinion in order to implement a course using the Wiki page to enhance English Pronunciation of students?

**Interpretation:** Ing. Jessica Rodriguez mentioned that the wiki allows doing an interesting class and the same way it offers benefits, structure and a constructivist learning environment.

**Question 5:** What benefits are there for students with the implementation of a Wiki page?

**Interpretation:** Ing. Jessica Rodriguez agreed that a wide variety of benefits are available for students as team work and online collaborative work, also it's environmentally friendly because they can share their knowledge and their own opinions too.

**Question 6:** What advice will you give to students that are going to use this Wiki page?

**Interpretation:** Students must be motivated and interested for this new method of education which is a modern trend; in addition students will learn more about the use of a different web tool and its correct use.

**Question 7:** What advice will you give to teachers that are going to work with this Wiki page?

**Interpretation:** All teachers must be updated and familiar with its use and applications. The more you know about educational software, the better you will perform.



### 3.8.2 Survey directed to students

**Question 1: IS THE PRONUNCIATION AN IMPORTANT SKILL TO DEVELOP YOUR COMMUNICATIVE COMPETENCES?**

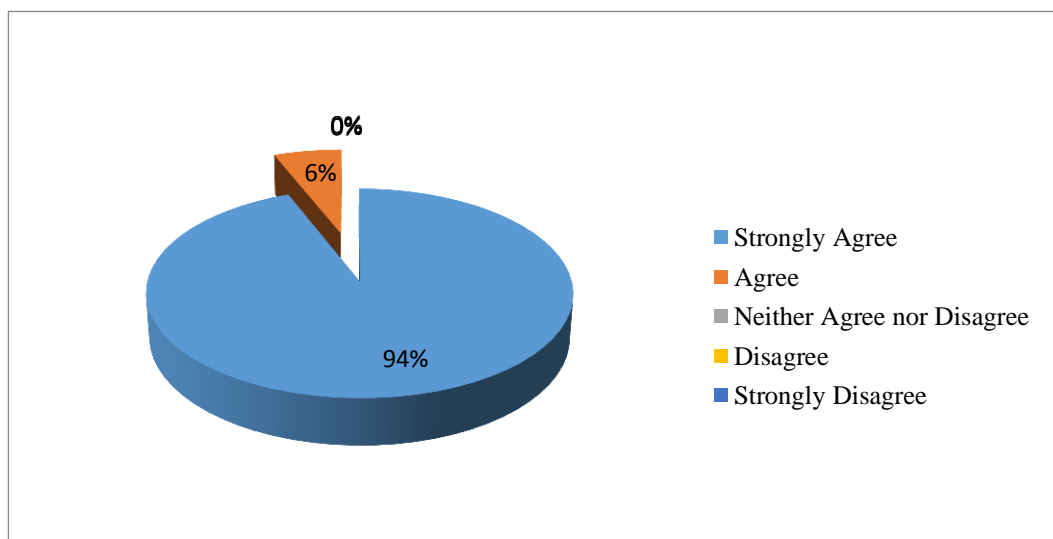
**Chart 6: Importance of pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	80	94%
Agree	5	6%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Graphic 1: Importance of pronunciation**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Interpretation:** Most of students considered the English pronunciation is important in their communicative competence, only a few students expressed that it is not important at all.

**Question 2: HAS YOUR ENGLISH PRONUNCIATION SKILL IMPROVED SINCE YOU STARTED HIGH SCHOOL?**

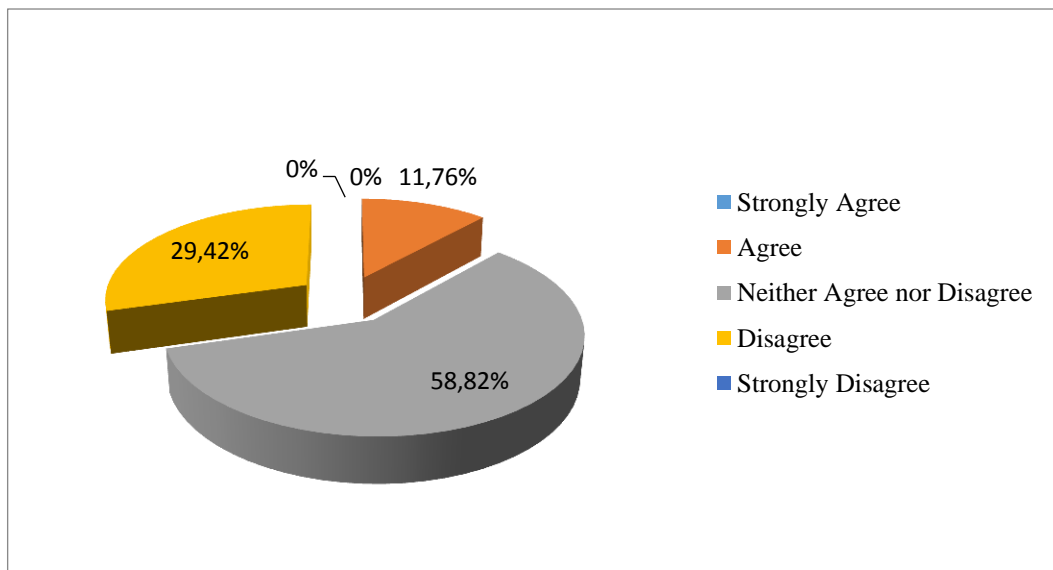
**Chart 7: Improvement of the English pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	0	0%
Agree	10	11,76%
Neither Agree nor Disagree	50	58,82%
Disagree	25	29,42%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Graphic 2: Improvement of the English pronunciation**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Interpretation:** For this question, 58,82% of the students neither agree or disagree because they didn't know how to improve their English pronunciation, the 29,42% disagree, just the 11,76 considered that the teacher had to improve this skill. Most of students considered that the number of hours for pronunciation practice dedicated to develop the English Pronunciation is not enough, only a few students expressed that the hours dedicated for practice are enough.

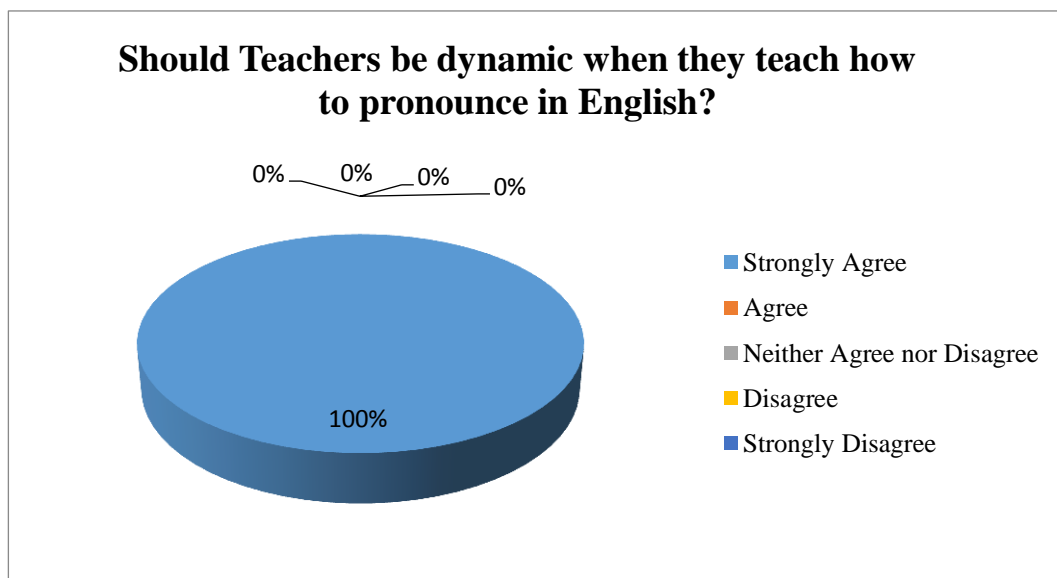
**Question 3: SHOULD TEACHERS BE DYNAMIC WHEN THEY TEACH HOW TO PRONOUNCE IN ENGLISH.**

**Chart 8: Importance of being dynamic in class.**

OPTIONS	FREQUENCY	%
Strongly Agree	85	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Graphic 3: Importance of being dynamic in class.**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Interpretation:** The population showed a total strongly agreement that teachers should be dynamic when they teach English pronunciation so that students can improve their English skills. It is important to be dynamic when they teach English pronunciation to the student for acquiring and developing the skill.

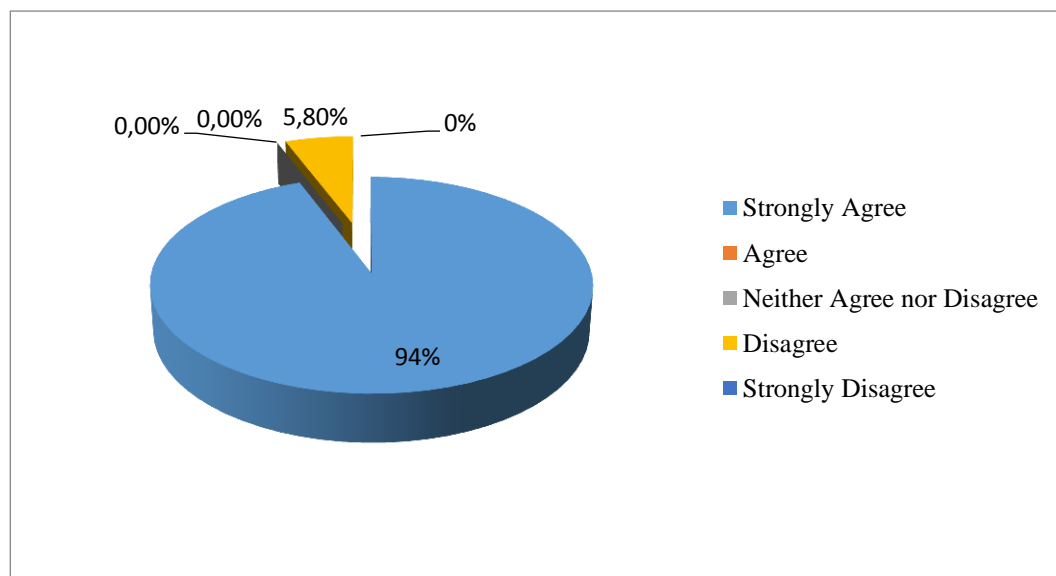
**Question 4: IS PRONUNCIATION A DIFFICULT SKILL TO LEARN?**

**Chart 9: Difficulties in English pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	80	94,2%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	5	5,8%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
Author: Jennifer Reyes Suárez

**Graphic 4: Difficulties in English pronunciation**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
Author: Jennifer Reyes Suárez

**Interpretation:** 94,2% of student consider that the pronunciation is difficult to learn and just the 5,8% disagree with them. According to the data obtained, English pronunciation is a skill that teachers should focus on.

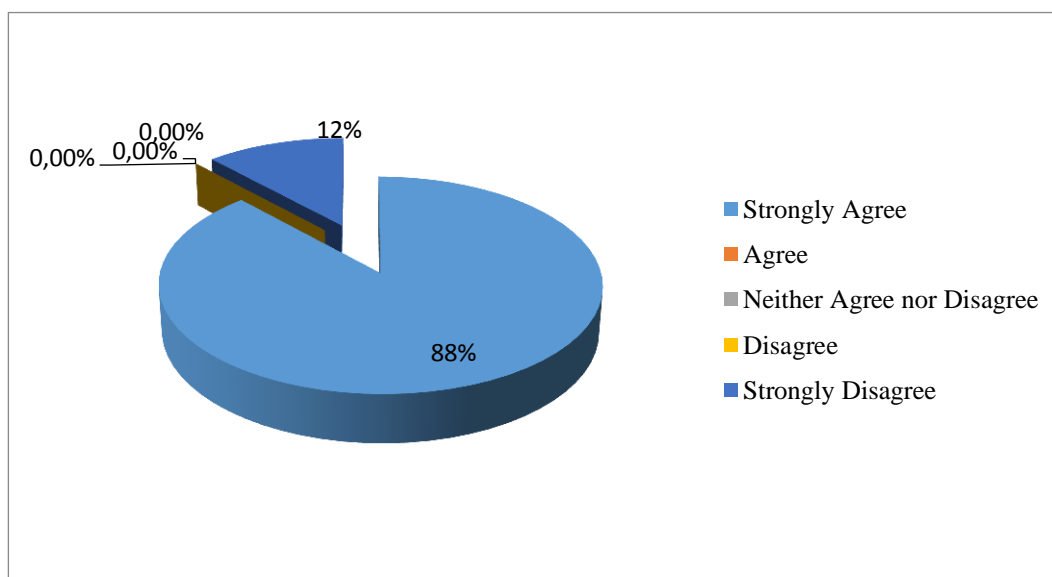
**Question 5: IS LEARNING HOW TO PRONOUNCE PROPERLY IN ENGLISH DIFFICULT IF TEACHERS DON'T USE UPDATED TEACHING STRATEGIES?**

**Chart 10: The use updated teaching strategies for learning.**

OPTIONS	FREQUENCY	%
Strongly Agree	75	88,2%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	10	11,8%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Graphic 5: The use updated teaching strategies for learning.**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Interpretation:** 88,2% of students considered the teacher should use updated strategies in class for learning pronunciation, just a few students thought they can learn without it. Taking into account this result, it is necessary to use some resources that could be helpful in the teaching learning process.

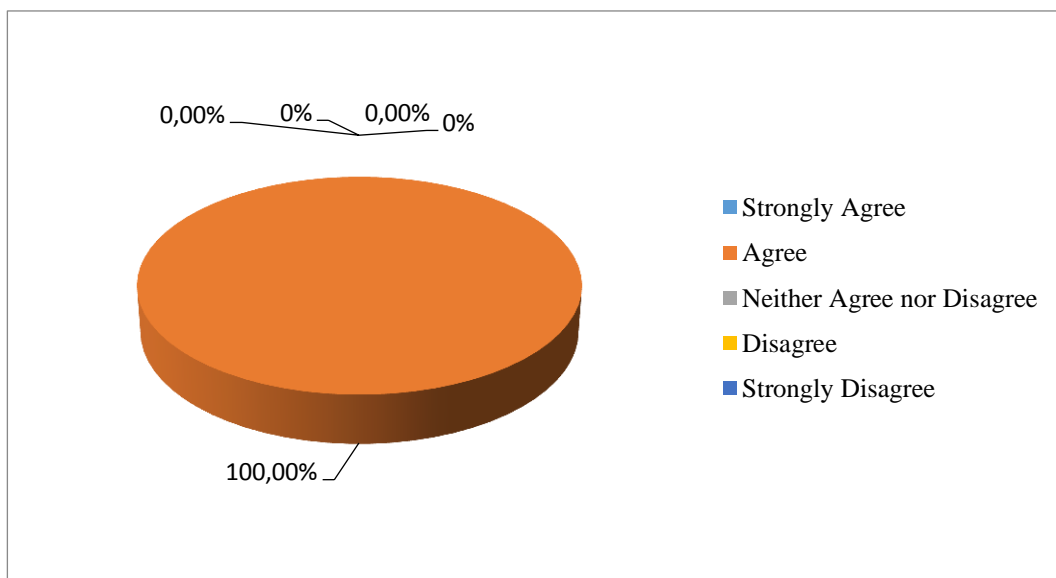
**Question 6: IS A WIKI PAGE EASY TO USE INSIDE AND OUTSIDE OF THE CLASSROOM?**

**Chart 11: Use of a wiki page inside and outside of the classroom**

OPTIONS	FREQUENCY	%
Strongly Agree	0	0%
Agree	85	100%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Graphic 6: Use of a wiki page inside and outside of the classroom**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Interpretation:** 100% of the students indicated that it is easy to use a wiki inside and out the classroom. It shows that the significance of using some web tools is necessary to improve English skills. Therefore, teachers should use web tools to reinforce students' knowledge, in this case, English Pronunciation.

**Question 7: SHOULD ENGLISH PRONUNCIATION BE TAUGHT THROUGH THE APPLICATION OF A WIKI PAGE TO DEVELOP THE SKILL?**

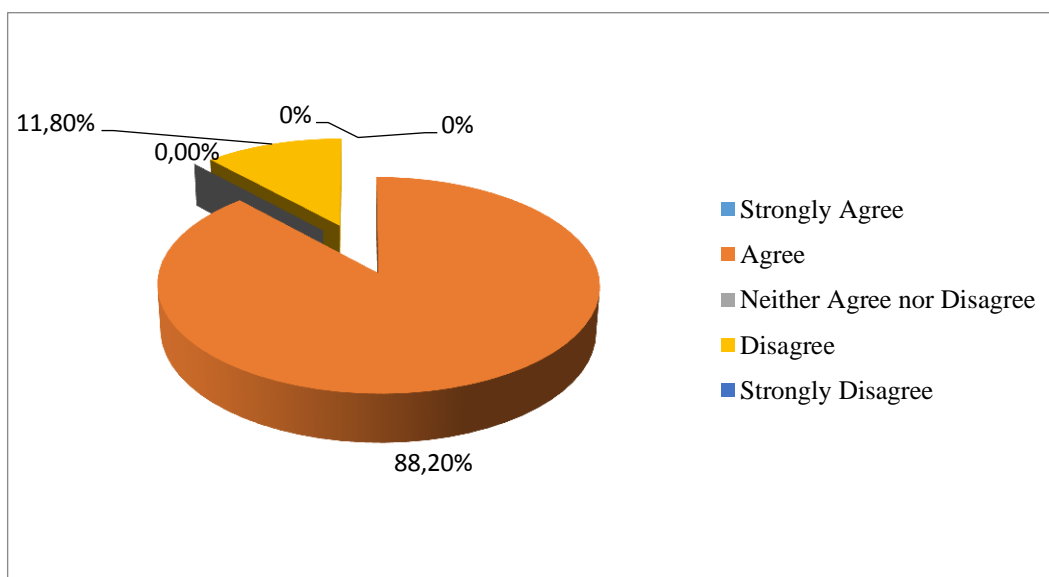
**Chart 12: A wiki page for developing English pronunciation.**

OPTIONS	FREQUENCY	%
Strongly Agree	0	0%
Agree	75	88,2%
Neither Agree nor Disagree	0	0%
Disagree	10	11,8%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Graphic 7: A wiki page for developing English pronunciation.**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Interpretation:** According with the data obtained 88,2% of the students considered that English pronunciation should learn through a web tool. On the other hand, 11,8% indicated that they prefer the traditional methodology.

**Question 8: WILL THE IMPLEMENTATION OF A WIKI PAGE ALLOW TEACHERS TO PROMOTE THE DEVELOPMENT OF YOUR ENGLISH PRONUNCIATION.**

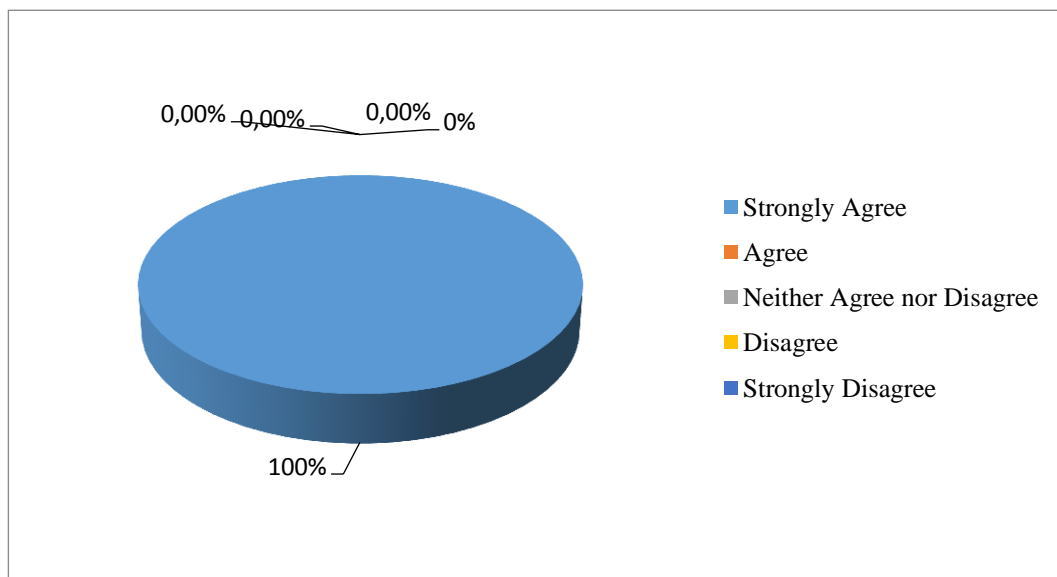
**Chart 13: Improvement of English Pronunciation through a Wiki page**

OPTIONS	FREQUENCY	%
Strongly Agree	85	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Graphic 8: The improvement of English Pronunciation through a Wiki page**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Interpretation:** The Majority of student considered that the implementation of a Wiki page will allow to develop English learning process. The result showed that it is very important to create and implement a Wiki page during the teaching learning process in English pronunciation.



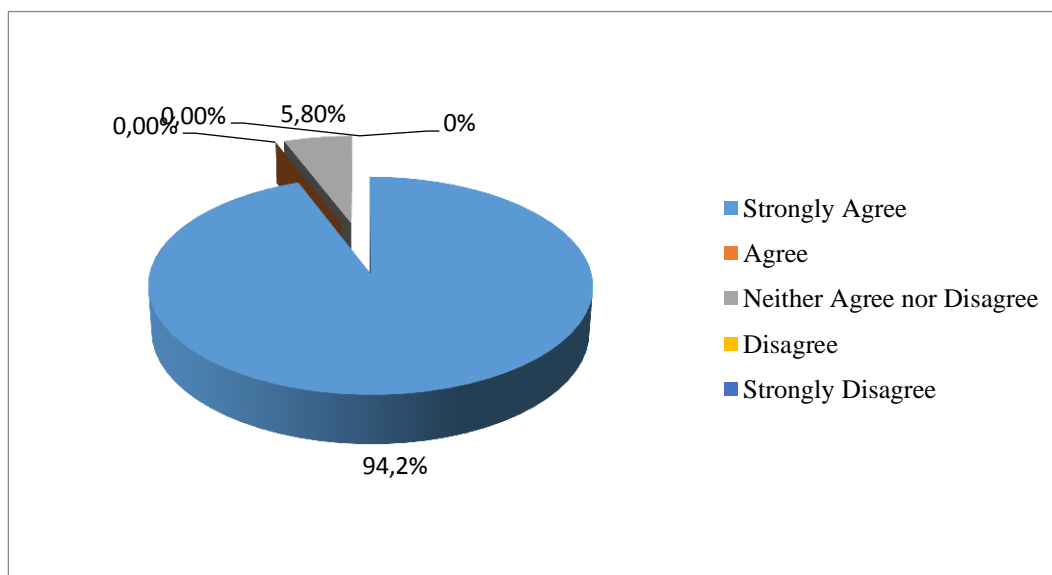
**Question 9: IS IT IMPORTANT THAT YOUR TEACHER USES A KIND OF ICT AS A TOOL TO IMPROVE YOUR ENGLISH PRONUNCIATION.**

**Chart 14: The importance of use an ICT in learning process**

OPTIONS	FREQUENCY	%
Strongly Agree	80	94,2%
Agree	0	0%
Neither Agree nor Disagree	5	5,8%
Disagree	0	0%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Graphic 9: The importance to use an ICT in learning process**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Interpretation:** 94,2% of students agree with the use of ICT to improve English pronunciation skill. On the other hand 5,8% indicated neither agree nor disagree. According to the result is really important to apply a kind of ICT in the learning process.

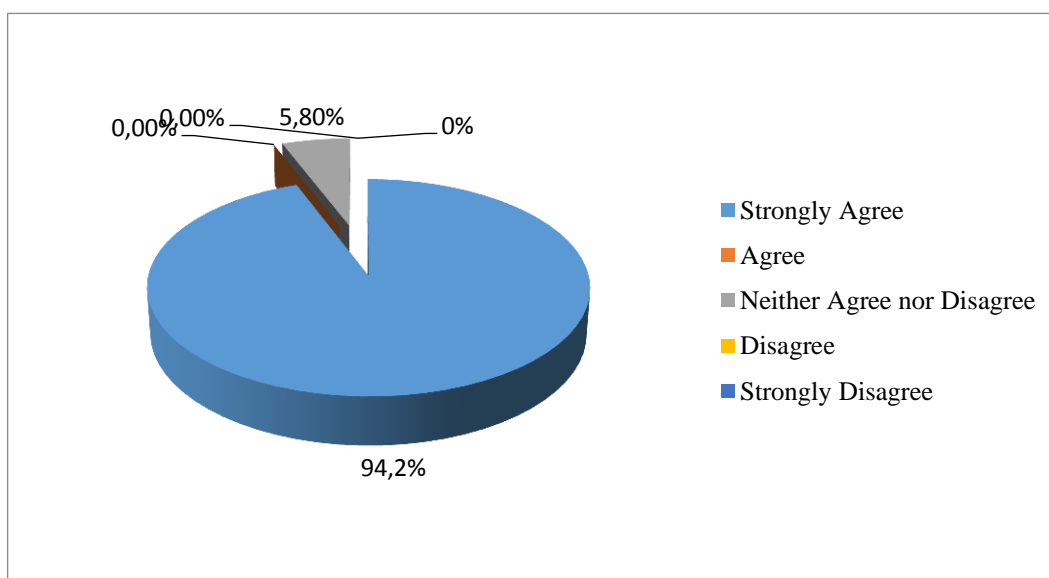
**Question 10: CAN YOU IMPROVE YOUR ENGLISH PRONUNCIATION IF TEACHERS USE A WIKI PAGE AS A TOOL TO CREATE AUDIOS AND SCRIPTS?**

**Chart 15: Creating audios and scripts for improving English pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	80	94,2%
Agree	0	0%
Neither Agree nor Disagree	5	5,8%
Disagree	0	0%
Strongly Disagree	0	0%
Total	85	100%

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Graphic 10: Creating audios and scripts for improving English pronunciation**



Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova  
 Author: Jennifer Reyes Suárez

**Interpretation:** According to the results, 94,2% of the students considered that A Wiki page as a tool is important since this resources encourage them to learn, and a 5,8 % showed a neutral attitude. Therefore, it is considered that it tool is very helpful and necessary in the teaching learning process.

### 3.8.3 Survey directed to teachers

#### Question 1: IS A WIKI PAGE EASIER TO USE INSIDE AND OUTSIDE OF THE CLASSROOM?

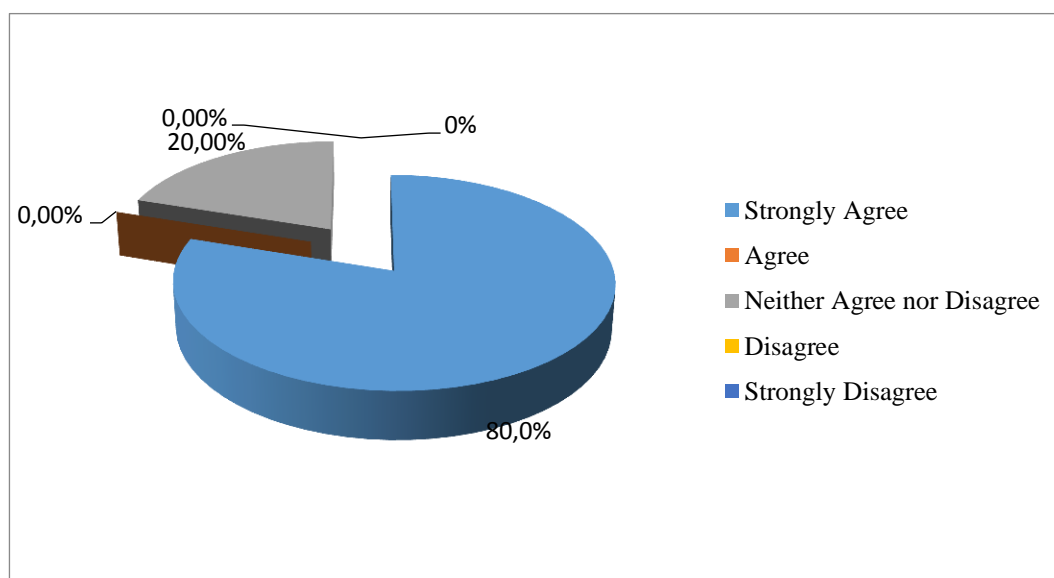
**Chart 16: Use of a Wiki page inside and outside of the classroom**

OPTIONS	FREQUENCY	%
Strongly Agree	4	80%
Agree	0	0%
Neither Agree nor Disagree	1	20%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Graphic 11: Use of a Wiki page inside and outside of the classroom**



Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Interpretation:** 80% of teachers considered that is easy to use a wiki page in the teaching learning process inside and outside of the classroom. Just 20% showed a neutral attitude.

**Question 2: IS PRONUNCIATION AN IMPORTANT SKILL THAT STUDENTS SHOULD DEVELOP TO IMPROVE THEIR COMMUNICATIVE COMPETENCES?**

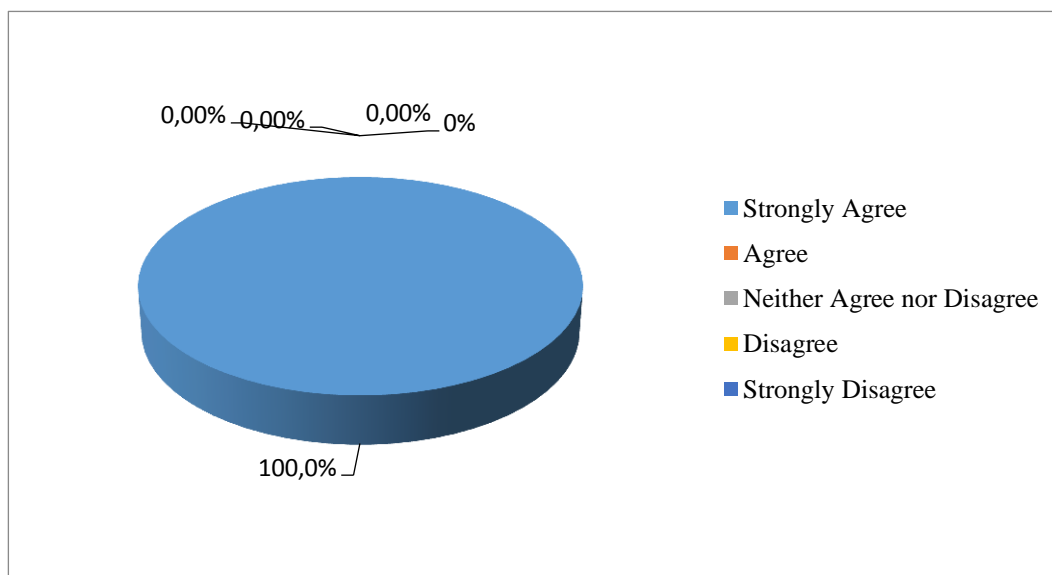
**Chart 17: Importance of developing communicative competences**

OPTIONS	FREQUENCY	%
Strongly Agree	5	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Graphic 12: Importance of developing communicative competences**



Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Interpretation:** According to the results, teachers agreed that Pronunciation is an important skill to develop and improve Communicative Competence in English Language.

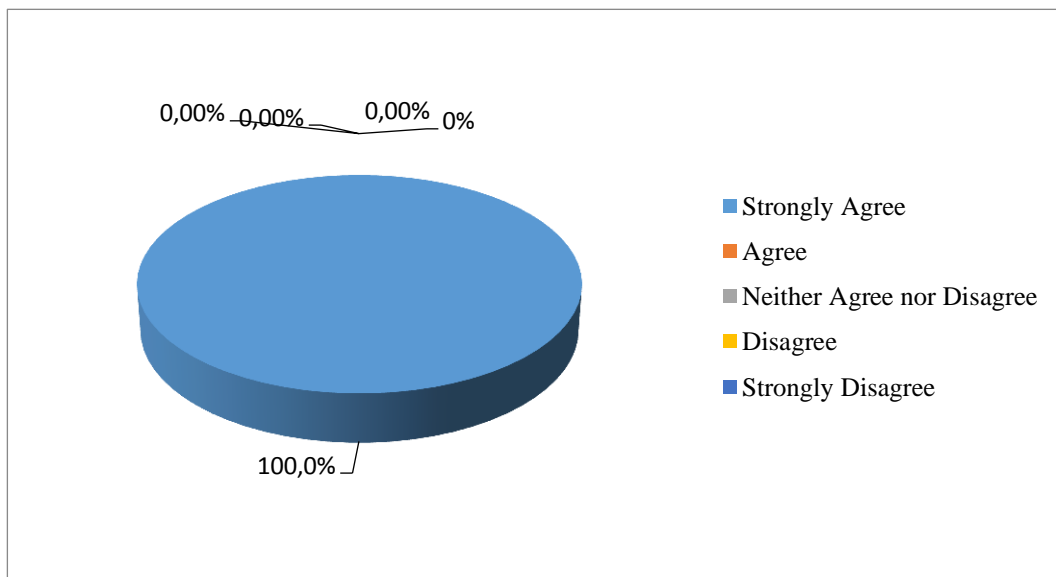
**Question 3: HAS YOUR STUDENT’S ENGLISH PRONUNCIATION IMPROVED SINCE THEY STARTED HIGH SCHOOL.**

**Chart 18: Improvement of English pronunciation in learning process.**

OPTIONS	FREQUENCY	%
Strongly Agree	5	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Graphic 13: Improvement of English pronunciation in learning process.**



Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Interpretation:** 100% of the English teachers agreed that their student’s English Pronunciation has improved since started high school. They recognized that they should encourage the learning English.

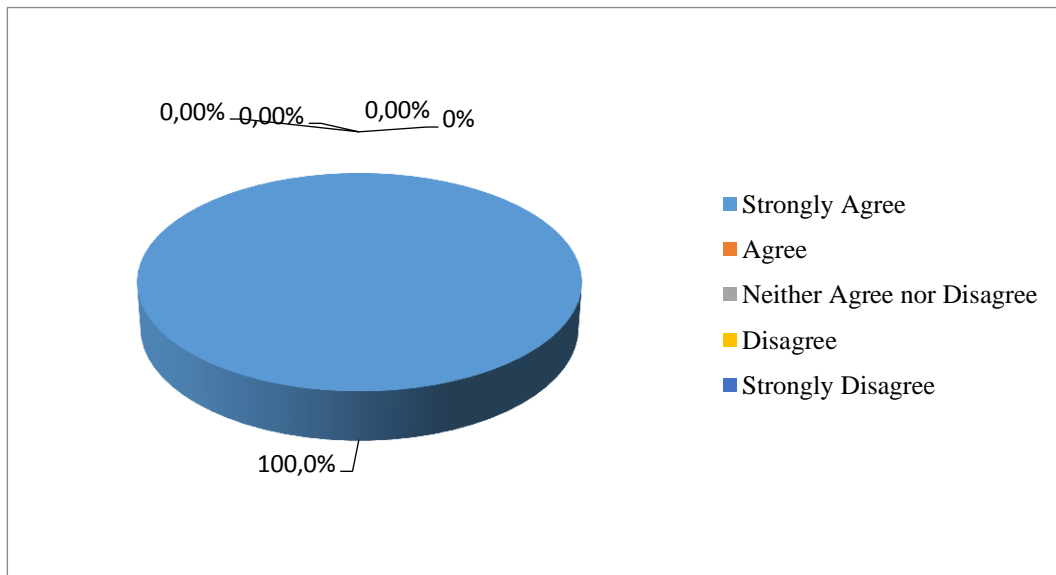
**Question 4: HAVE YOU EVER APPLIED A WEB TOOL TO PROMOTE THE DEVELOPMENT OF GOOD ENGLISH PRONUNCIATION IN YOUR STUDENTS?**

**Chart 19: The use of a web tool to promote of Good English pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	5	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Graphic 14: The use of a web tool to promote of Good English pronunciation**



Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Interpretation:** Al professor expressed that the use of web tool will improve English Pronunciation.

**Question 5: IS LEARNING HOW TO PRONOUNCE PROPERLY IN ENGLISH DIFFICULT FOR YOUR STUDENTS**

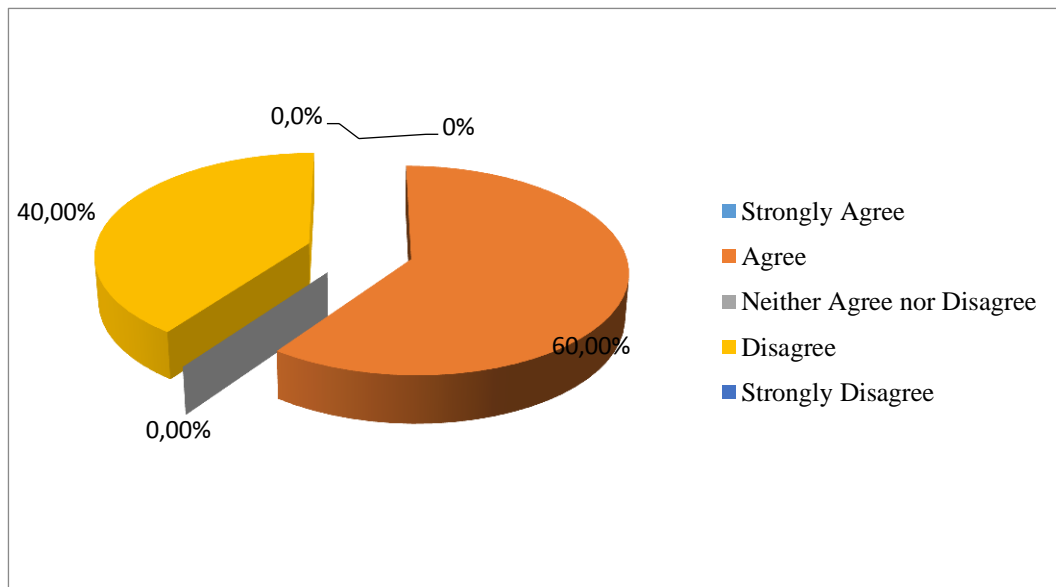
**Chart 20: Learning of English pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	0	0%
Agree	3	60%
Neither Agree nor Disagree	0	0%
Disagree	2	40%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Graphic 15: Learning of English pronunciation**



Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Interpretation:** More than half of teachers considered that English pronunciation is difficult to learn. On the other hand just the 40% expressed that it is not difficult to learn a new language.

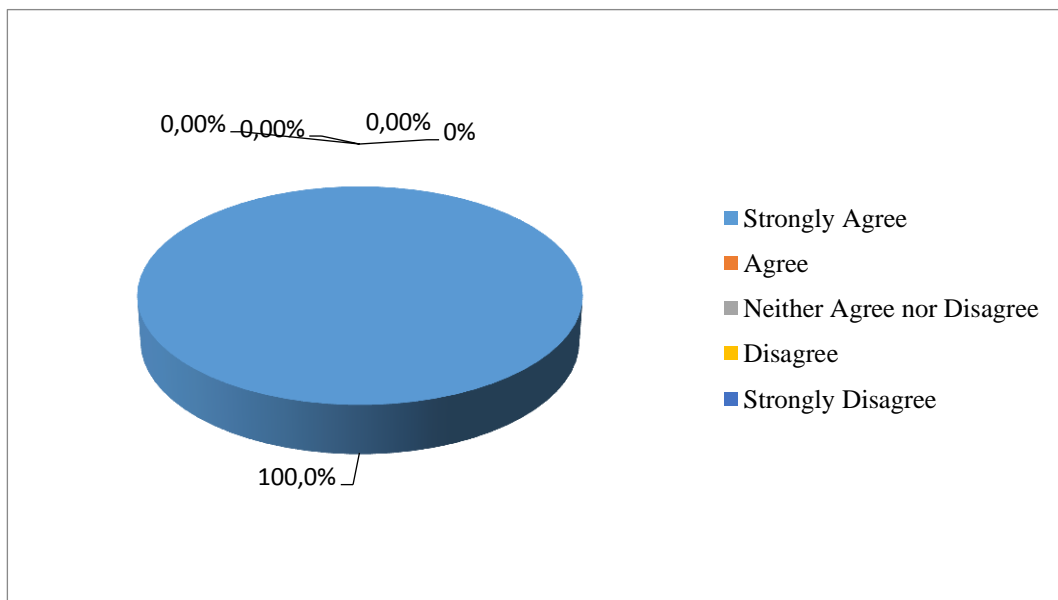
**Question 6: SHOULD ENGLISH PRONUNCIATION BE TAUGHT THROUGH THE APPLICATION OF A WIKI PAGE TO DEVELOP THE SKILL?**

**Chart 21: A wiki page for developing English pronunciation.**

OPTIONS	FREQUENCY	%
Strongly Agree	5	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Graphic 16: A wiki page for developing English pronunciation.**



Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Interpretation:** All teachers considered that a Wiki page will allow to improve their student's pronunciation. As a result, a Wiki page plays an important role in the teaching-learning process making it easier by applying new techniques for teaching English language.



**Question 7: WILL THE IMPLEMENTATION OF A WIKI PAGE HELP TEACHERS TO PROMOTE THE DEVELOPMENT OF ENGLISH PRONUNCIATION IN THEIR STUDENTS?**

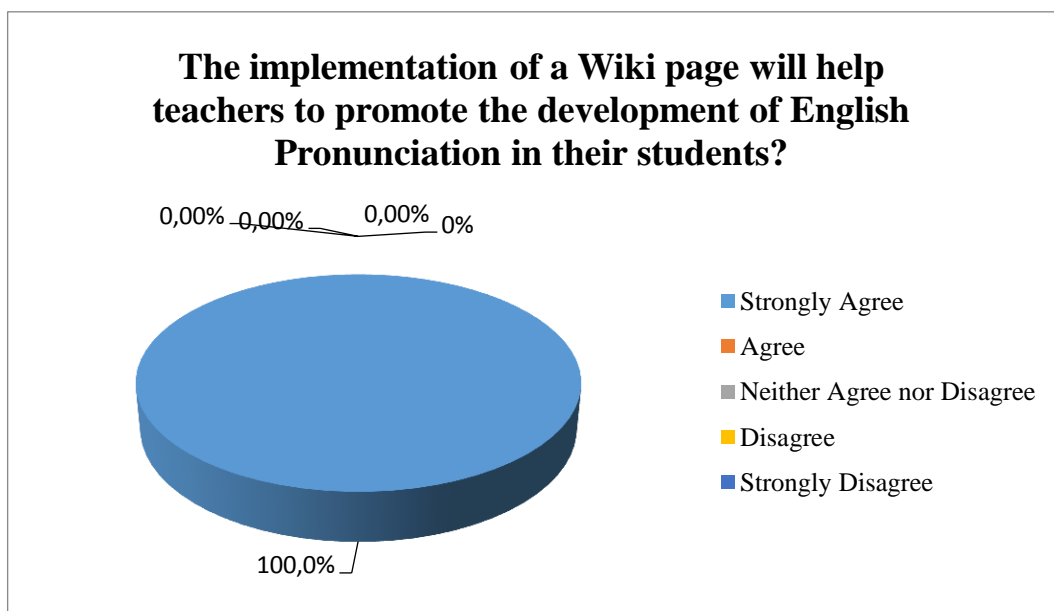
**Chart 22: Improvement of English Pronunciation through a Wiki page**

OPTIONS	FREQUENCY	%
Strongly Agree	5	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Graphic 17: Improvement of English Pronunciation through a Wiki page**



Source: Teachers from Unidad Educativa Salinas

Author: Jennifer Reyes Suárez

**Interpretation:** All teachers considered that the high school should implement a wiki page like a technique to improve English learning.

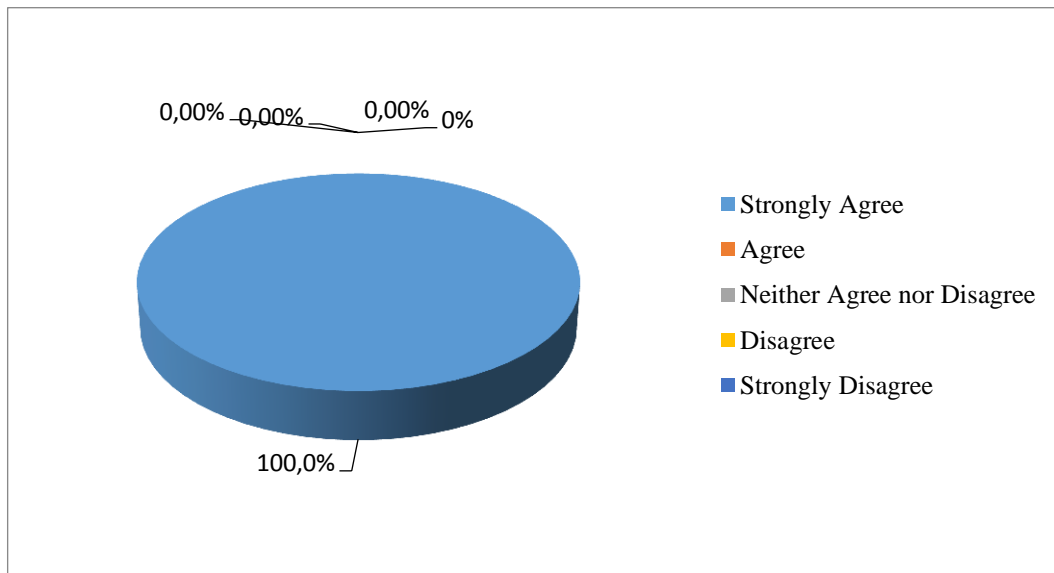
**Question 8: IS IT HELPFUL FOR TEACHERS TO USE A WIKI PAGE TO CREATE OR ADAPT AUDIO ACTIVITIES FOR IMPROVING THE STUDENT’S ENGLISH PRONUNCIATION.**

**Chart 23: A wiki page for developing English pronunciation.**

OPTIONS	FREQUENCY	%
Strongly Agree	5	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Graphic 18: A wiki page for developing English pronunciation.**



Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Interpretation:** All teachers considered that a Wiki page is helpful for teachers and students since it is easy to use and allows to share information.

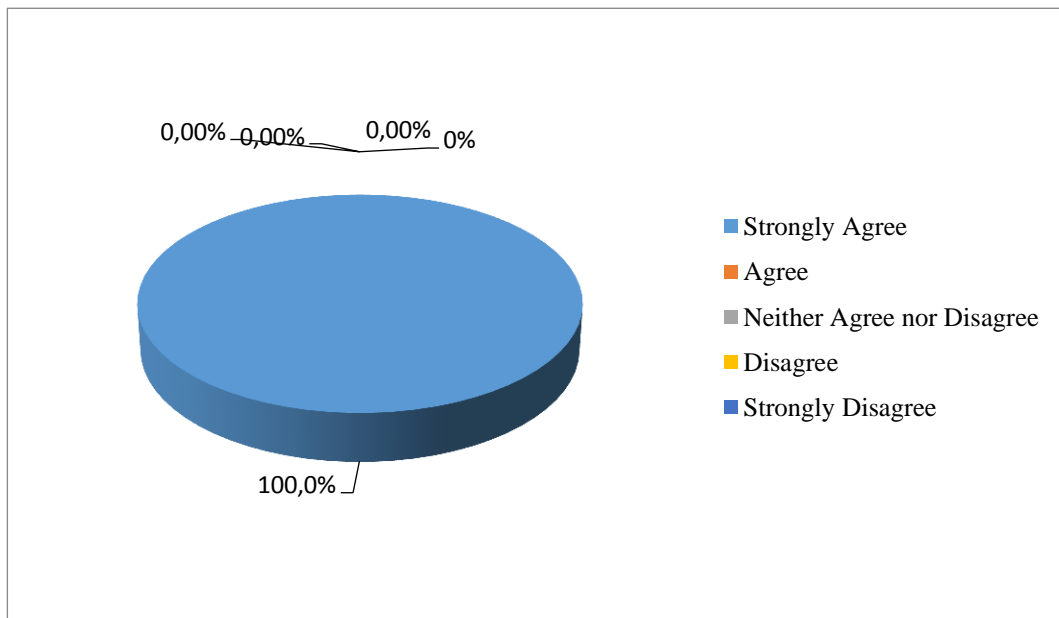
**Question 9: DO YOU CONSIDER THAT PRONUNCIATION IS A DIFFICULT SKILL WHICH STUDENTS ALWAYS HAVE PROBLEMS TO MANAGE PROPERLY?**

**Chart 24: Difficulties in English pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	5	100%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Graphic 19: Difficulties in English pronunciation**



Source: Teachers from Unidad Educativa Salinas  
 Author: Jennifer Reyes Suárez

**Interpretation:** 40% of teachers said that is not difficult to learn a good pronunciation. Sometimes there is another situation that does not allow students to apply all their knowledge.

**Question 10: DO YOU CONSIDER THAT STUDENTS CAN IMPROVE THEIR ENGLISH PRONUNCIATION IF TEACHERS USE A WIKI PAGE DURING THE ENGLISH TEACHING PROCESS?**

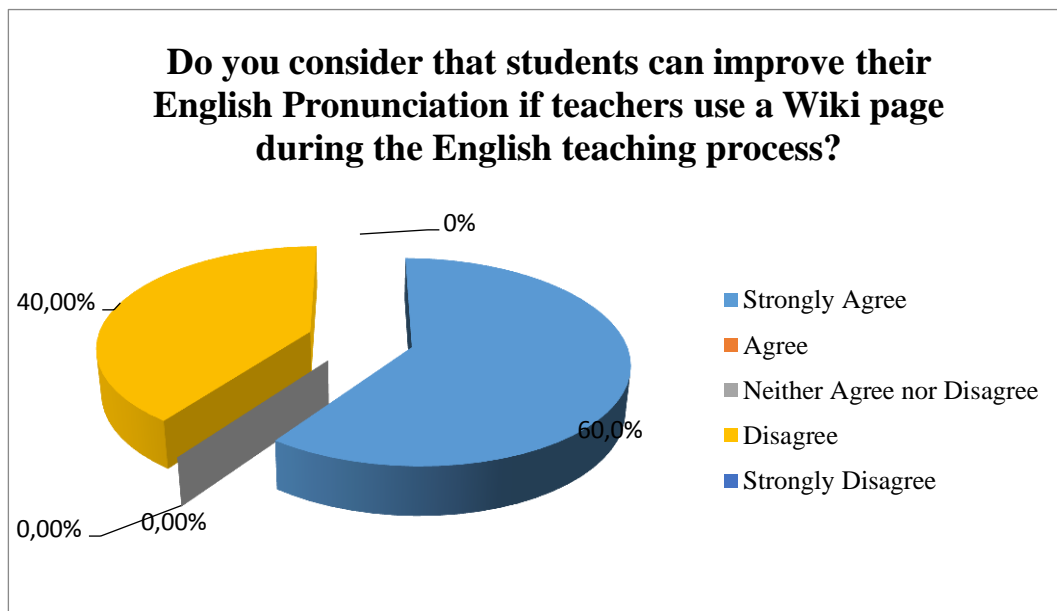
**Chart 25: Improvement pronunciation**

OPTIONS	FREQUENCY	%
Strongly Agree	3	60%
Agree	0	0%
Neither Agree nor Disagree	0	0%
Disagree	2	40%
Strongly Disagree	0	0%
Total	5	100%

Source: Teachers from Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Graphic 20: Improvement pronunciation**



Source: Teachers from Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

**Interpretation:** 60% of teachers agreed with the options of using a Wiki page specially to encourage students to improve their English skills. On the other hand 40% of teachers considered that it is not necessary to implement it because they don't know how can create a wiki.

### 3.8.4 ANALYSIS OF RESULTS CHART- STUDENTS

**Chart 26: Analysis survey applied to students**

No.	Questions	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Is the pronunciation an important skill to develop?	80	96	5	4	0	0	0	0	0	0	85	100
2	Has your English Pronunciation skill improved?	0	0	10	12	50	59	25	29	0	0	85	100
3	Teachers should be dynamic when they teach.	85	100	0	0	0	0	0	0	0	0	85	100
4	Is Pronunciation a difficult skill to learn?	80	94	0	0	5	6	0	0	0	0	85	100
5	Learning how to pronounce properly in English is difficult.	75	88	0	0	0	0	0	0	10	12	85	100
6	Is a Wiki easier to use inside and out of the classroom?	0	0	85	100	0	0	0	0	0	0	85	100
7	Should English Pronunciation be taught through the application of a wiki page to develop the skill?	0	0	75	88	0	0	10	12	0	0	85	100
8	A Wiki page will help teachers to promote the development of your English Pronunciation	85	0	0	0	0	0	0	0	0	0	85	100
9	Is it important that your teacher uses a kind of ICT in class.	80	96	0	0	5	4	0	0	0	0	80	100
10	Can you improve your Pronunciation if teachers use a Wiki as a tool to create audios and script focused on English?	80	96	0	0	5	4	0	0	0	0	80	100

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

### 3.8.5 ANALYSIS OF RESULTS CHART- TEACHERS

**Chart 27: Analysis Survey applied to teachers**

No.	Questions	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Is a Wiki easier to use inside and out of the classroom?	4	80	0	0	1	20	0	0	0	0	5	100
2	Is the pronunciation an important skill to develop?	5	100	0	0	0	0	0	0	0	0	5	100
3	Has your student's English Pronunciation skill improved?	5	100	0	0	0	0	0	0	0	0	5	100
4	Have you ever applied a web tool to promote English?	5	100	0	0	0	0	0	0	0	0	5	100
5	Learning how to pronounce properly in English is difficult.	0	0	3	60	0	0	2	40	0	0	5	100
6	Should English Pronunciation be taught through the application of a wiki page to develop the skill?	5	100	0	0	0	0	0	0	0	0	5	100
7	A Wiki page will help teachers to promote the development of your English Pronunciation to their students.	5	100	0	0	0	0	0	0	0	0	5	100
8	To use a Wiki page to create or adapt audio activities for improving the student's English Pronunciation.	5	100	0	0	0	0	0	0	0	0	5	100
9	Pronunciation is difficult skills which students always have problems to manage properly?	5	100	0	0	0	0	0	0	0	0	5	100
10	Students can improve their English Pronunciation if teachers use a Wiki page during the English teaching process	3	60	0	0	0	0	2	40	0	0	5	100

Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova

Author: Jennifer Reyes Suárez

### **3.9. CONCLUSIONS AND RECOMMENDATIONS**

#### **3.9.1. Conclusions**

1. Students show interest with the implementation of technology and new resources which play an important role in education.
2. The use of technology inside the classroom encourages students to develop their knowledge and skills which are useful for future studies.
3. Wikis are easy to use and they are versatile. Therefore, it is a new strategy to achieve that students show interest in acquiring knowledge related to English language in education.
4. The implementation of new resources such as a wiki helps students to improve English pronunciation skills inside or outside the classroom encourage students to work in an autonomous way and at the same time to develop their abilities.

### **3.9.2 Recommendations**

- 1.** It is recommended to implement technology and strategies to improve the pronunciation skills in the Eighth EGB students Unidad Educativa Salinas Innova.
- 2.** It is fundamental that teachers apply technological innovations for teaching different subjects, especially English, so that they can be motivated during the class.
- 3.** Wikis should be used for reinforcing students' knowledge or for giving some extra work to do at home. This will help students to improve their English skills, especially pronunciation; this is what this project focuses on.
- 4.** It is essential to implement a wiki page for English pronunciation in which English teachers will find an useful tool to help them to apply updated exercises that will improve the pronunciation skills in their students.



## CHAPTER IV

### THE PROPOSAL

#### 4.1. INFORMATIVE DATA

**Title of proposal**

“IMPLEMENTATION OF A WIKI PAGE TO ENHANCE ENGLISH PRONUNCIATION IN LEVEL A1 TO STUDENTS OF EIGHTH GRADE AT EGB UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL, SALINAS PROVINCE OF SANTA ELENA, 2015-2016”.

**Executing Institution**

Unidad Educativa Salinas Innova School

**Beneficiaries**

Eighth Grade Students EBG at Unidad Educativa Salinas Innova School

**Location**

Salinas , Province of Santa Elena.

**Estimated time for execution**

6 Months

**Responsible**

**Author:** Jennifer Betzabeth Reyes Suárez

**Advisor:** Ing. Tatiana García Msc.

## **4.2. PROPOSAL BACKGROUND**

After carrying out the research it was evident that a proposal about implementing a Wiki page was essential for these students in order to help them with their English pronunciation. Furthermore this tool comes with the set of technological applications advance which are changing the traditional use of internet in the field of education.

In conclusion, the main proposal of this research has an effective improvement for students due to its strategy, technique and system. The progress of the proposal is exposed on the pages below, which explains in details how this will be carried out.

## **4.3. SIGNIFICANCE**

In recent years technological innovations has taken an essential role in today's world especially in the field of education. This proposal has a significant goal in education about the use of a Wiki to improve pronunciation such as a relevant skill in students.

Wiki pages are used for multiple purposes; one of them is that students get excellent results in English Language, this tool encourages also the process of teaching – learning and helps students to develop their skills in an autonomous

way when they are out of the classroom to achieve the responsibility in their scholar activities especially in English.

This research is particularly aimed at Ninth Grade Students from Unidad Educativa Salinas Innova School. This proposal helps to solve a deficit that students have in the pronunciation skill where they will work on a Wiki page and improve that skill through selected activities such as audios scripts, dialogues aimed for understanding. It helps to guide them during their independent study which is extremely important for learning with this strategy.

It is a good idea to start using tech tools for teaching. According to today's high - tech high school, environment is ruled by computers and the latest software technology, preparing students to learn and work inside and out of the classroom.

#### **4.4. OBJECTIVES**

##### **General Objective:**

To enhance English Pronunciation to level A1 in students of the Eighth grade at EGB Unidad Educativa Salinas Innova School, Salinas, Province of Santa Elena 2015 - 2016.

##### **Specific Objectives:**

1. To identify types of techniques or strategies students prefer to put in practice inside and outside the classroom.

2. To determine how appropriate is to use a Wiki for motivating students to remember the correct English pronunciation.
3. To implement a Wiki page as a specific source to practice English pronunciation.
4. To evaluate the accuracy of students' pronunciation using the web tool technique.
5. To analyze the fluency of students.

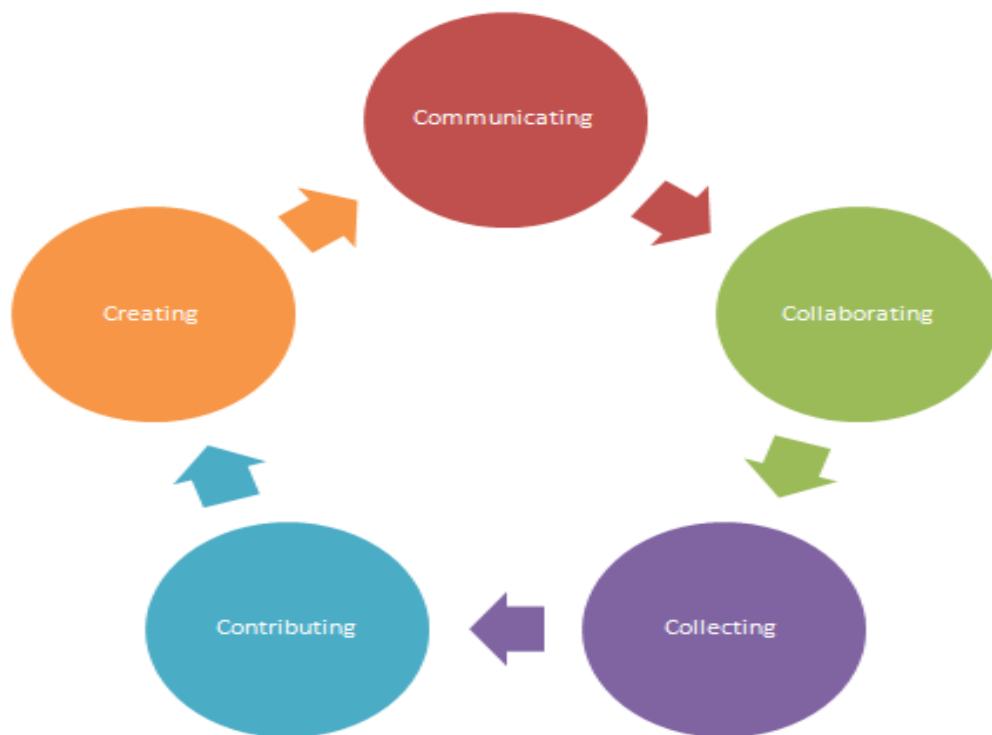
#### **4.5. DESIGN AND DEVELOPMENT OF THE PROPOSAL**

The use of a Wiki page is an important tool in the development of English pronunciation skills of the eighth grade EGB at Unidad Educativa Salinas Innova School, Salinas Province of Santa Elena school year 2015-2016. This project will help students to improve their independent study and practice English language for developing their English pronunciation skill.

A Wiki Page is based on some tools: the main point is the collaborative work. This Wiki will allow students to use and practice English pronunciation. Students can also receive feedback and extra activities to review at home to reinforce the content learned in classes.

#### 4.5.1. A WIKI

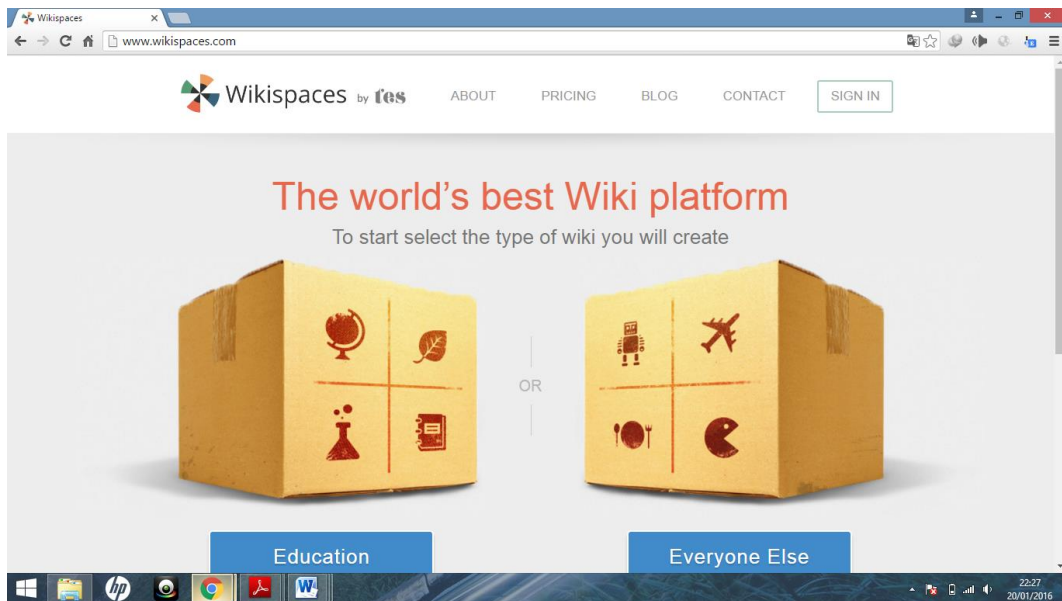
A wiki is a software application that resides on a web server that is accessed with any browser and characterized because it allows users to add content and edit ones. The wiki name is based on the term Hawaiian "wikiwiki" meaning "quick" or "informal". It can be integrated with other websites to use tools from them.



**Picture 1: Educational uses of wikis**  
Source: <http://ged578.pbworks.com/page/Educational/wikis.htm>  
Author: Educational wiki

#### 4.5.2. WIKISPACES

Wikispaces is a free hosting service that allows the placement of information on a page for a purpose and allows anyone to access and contribute to the page adding content to reinforce the content or evaluating their abilities.



**Picture 2: Wikispaces platform**  
**Source: <http://www.wikispaces.com/>**  
**Author: Wikispaces**

#### **4.5.3. EASYPRONUNCIATION WIKI**

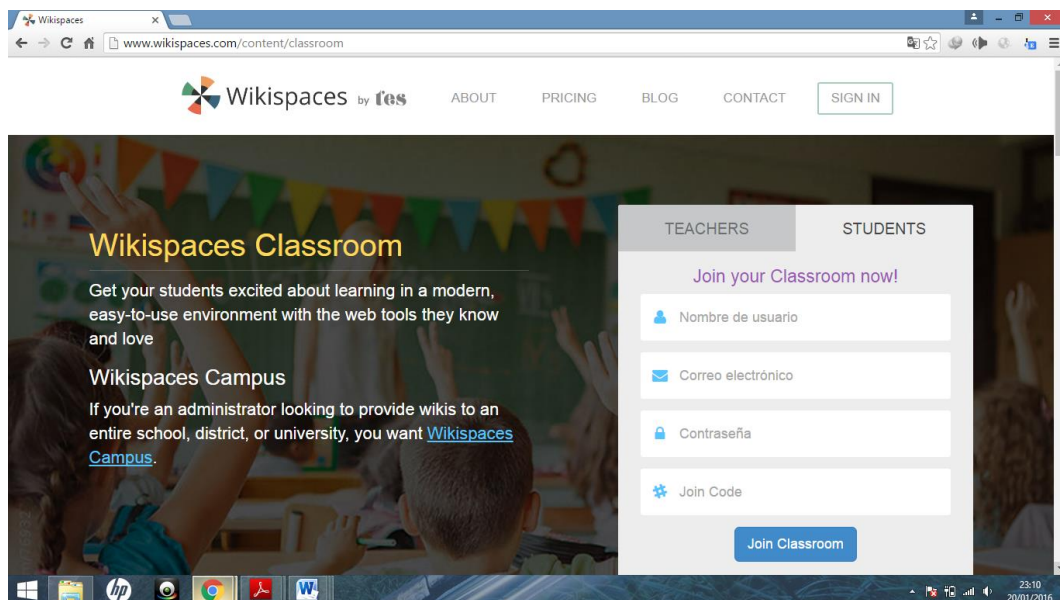
The Wiki Page called “**EASYPRONUNCIATION**” was created by the author of this project which includes 3 useful sections for the user, in which external links are opened by clicking in the page of preference and practice either in the classroom or at home by themselves through this page with the respective user:  
**<http://easypronunciation.wikispaces.com/>**

#### **4.5.4. HOW TO ACCESS THE “EASYPRONUNCIATION” WIKI**

When the final design of the Wiki “**EASYPRONUNCIATION**” was ready, the author asked students to create a Wikispaces account (e-mail) in order to have

access to the wiki. It is important join to the wiki classroom in order to be updated and can access to the content for previous and future lessons.

After student log in the wikispaces account the wiki page will display where all the activities will take place, it is important to point out that there was an inductive class about the use of the platform so students could be ready for its use.



**Picture 3: WikispacesSign in**  
**Source: <http://www.wikispaces.com/content/classroom>**  
**Author: Wikispaces**

#### **4.5.5. DESCRIPTION OF “EASYPRONUNCIATION” WIKI**

##### **4.4.1.1 Main page of a Wiki**

In this section students will find the three most important activities in the wiki which are the implements for practicing. These sections are divided in: Main Page, Vocabulary Practice, Audio script, Presentations.

#### 4.4.1.2 Right side of the Wiki page

In this part students will find the navigation bar where they can modify their user profile, make reports, and review each of the sections and their respective activities, additionally students will find a label for editing the page if they want to upload and download the content.



**Picture 4: Easy pronunciation Wiki Main Page**  
Source: <http://easypronunciation.wikispaces.com/>  
Author: Jennifer Reyes Suárez

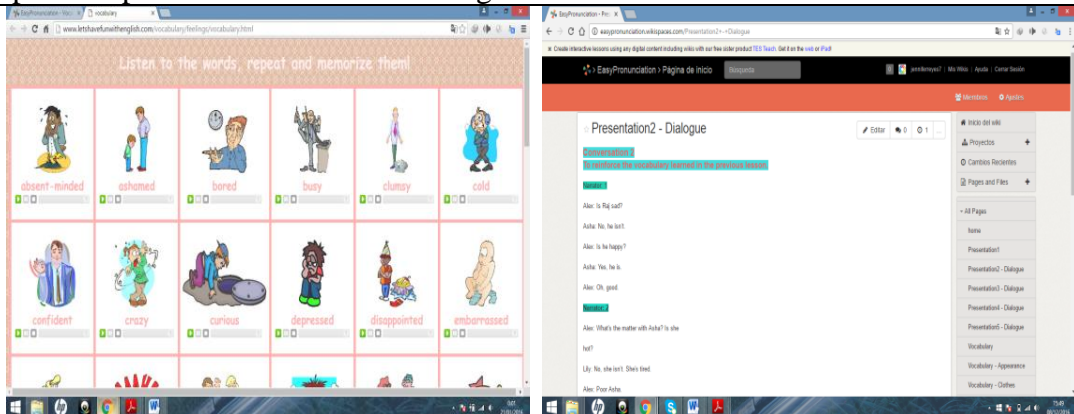
#### 4.4.1.3 Vocabulary Pronunciation activities

Vocabulary is the key in this proposal so, it is the most relevant and essential tool in the wiki because it accomplishes as a model for pronunciation. It means that students will listen to a native pronunciation of a word from the vocabulary that they are interested in practicing. It helps students to check the correct pronunciation and they have to repeat to check or correct the mistake.



## Activity #1

<b>Activity:</b> Feeling	<b>Course:</b> 8 <sup>th</sup> EGB
<b>Resources:</b> Laptop, Tv, internet, books	<b>Time:</b> 40 minutes
<b>Objective:</b> To identify the feelings vocabulary through the exercises in order to practice pronunciation in short dialogues.	



### Instructions:

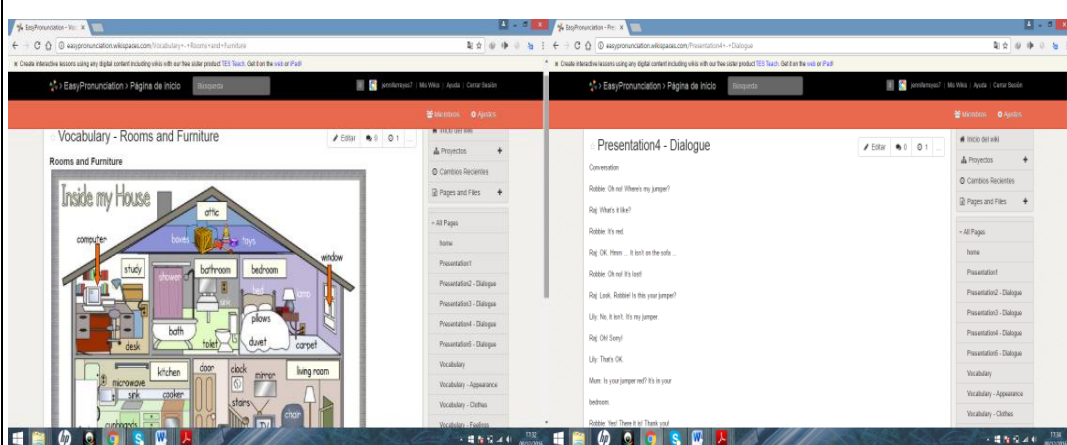
- Teacher remind students the vocabulary about feelings
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by asking them to report the name of feeling vocabulary.
- Students should be able to remember the correct pronunciation of the learned vocabulary.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## Activity #2

<b>Activity:</b> Room and Furniture	<b>Course:</b> 8 <sup>th</sup> EGB
<b>Resources:</b> Laptop, Tv, internet, books	<b>Time:</b> 40 minutes
<b>Objective:</b> To recognize parts of the house and furniture through the exercises in order to practice pronunciation in short dialogues for applying in a real life.	



### Instructions:

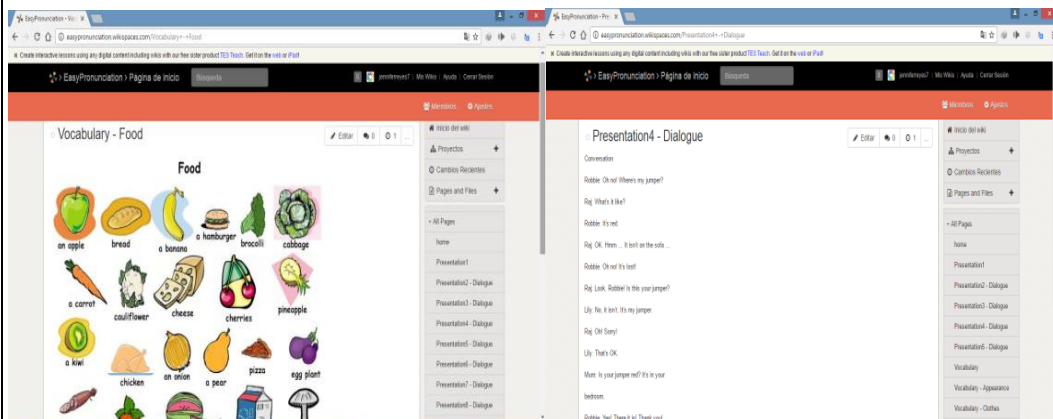
- Teacher remind students the vocabulary about room and furniture
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by showing them to report the name of room and furniture vocabulary.
- Students should be able to remember the correct pronunciation of the learned vocabulary.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## Activity #3

<b>Activity:</b> Food	<b>Course:</b> 8 <sup>th</sup> EGB
<b>Resources:</b> Laptop, Tv, internet, books, recipes, real food.	<b>Time:</b> 40 minutes
<b>Objective:</b> To differentiate food vocabulary through the exercises and make recipes for applying in a role play.	



### Instructions:

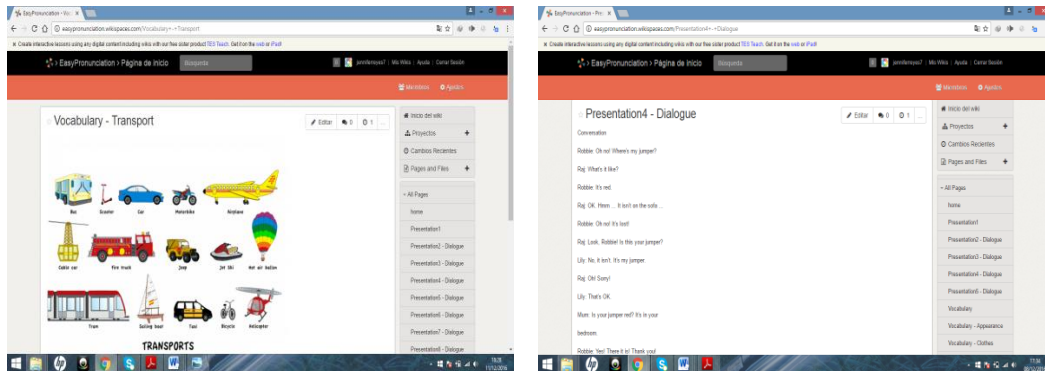
- Teacher remind students the vocabulary about food
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by showing them to report the name of food vocabulary.
- Students should be able to talk about food applying the correct pronunciation about learned vocabulary.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## Activity #4

<b>Activity:</b> Transports	<b>Course:</b> 8 <sup>th</sup> EGB
<b>Resources:</b> Laptop, Tv, internet, books,	<b>Time:</b> 40 minutes
<b>Objective:</b> To differentiate food vocabulary through the exercises and make recipes for applying in a role play.	



### Instructions:

- Teacher remind students the vocabulary about transports
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by showing them to report the name about transports.
- Students should be able to share opinion about transports in our city applying the correct pronunciation about learned vocabulary.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova



## Activity #5

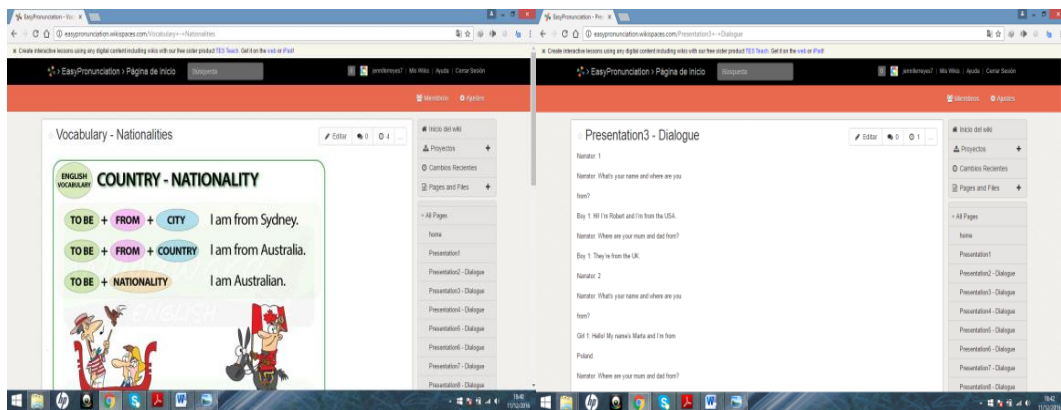
**Activity:** Nationalities

**Course:** 8<sup>th</sup> EGB

**Resources:** Laptop, Tv, internet, books

**Time:** 40 minutes

**Objective:** To categorize nationalities through reading for giving personal information to other classmates in class.



### Instructions:

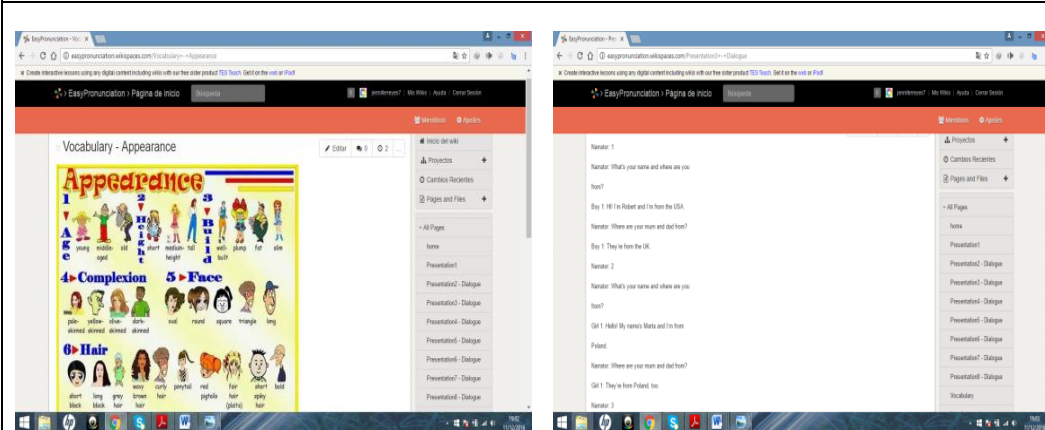
- Teacher remind students the vocabulary about nationalities and countries
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by showing them to report the name about nationalities vocabulary.
- Students should be able to talk about their nationalities applying the correct pronunciation about learned vocabulary.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## Activity #6

<b>Activity:</b> Appearance	<b>Course:</b> 8 <sup>th</sup> EGB
<b>Resources:</b> Laptop, Tv, internet, books, recipes, real food.	<b>Time:</b> 40 minutes
<b>Objective:</b> To differentiate food vocabulary through the exercises and make recipes for applying in a role play.	



### Instructions:

- Teacher remind students the vocabulary about food
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by showing them to report the name of food vocabulary.
- Students should be able to describe themselves and their classmates applying the correct pronunciation about learned vocabulary.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## Activity #7

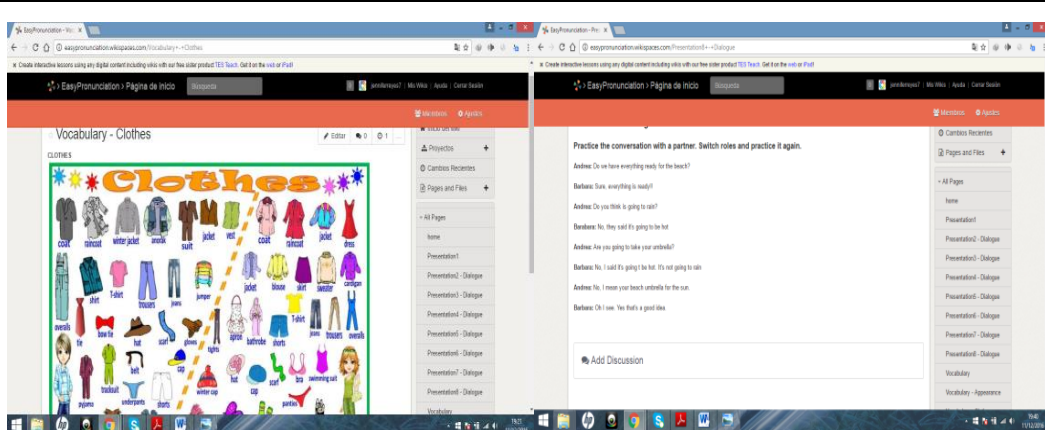
**Activity:** Clothes

**Course:** 8<sup>th</sup> EGB

**Resources:** Laptop, Tv, internet, books,

**Time:** 40 minutes

**Objective:** To describe people using previous vocabulary through examples and complete sentences about the topic.



The screenshot shows two browser windows. The left window displays a vocabulary page titled 'Clothes' with a grid of colorful clothing items and their corresponding Spanish labels. The right window shows a conversation practice exercise with a dialogue between two characters, Aneke and Barbara, discussing plans to go to the beach. The dialogue includes questions about what to bring and whether to go, with responses in Spanish. Below the dialogue is an 'Add Discussion' button.



### Instructions:

- Teacher remind students the vocabulary about clothes
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by showing them to report the name of food vocabulary.
- Students should be able to listen and identify the vocabulary in some exercises.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## Activity #8

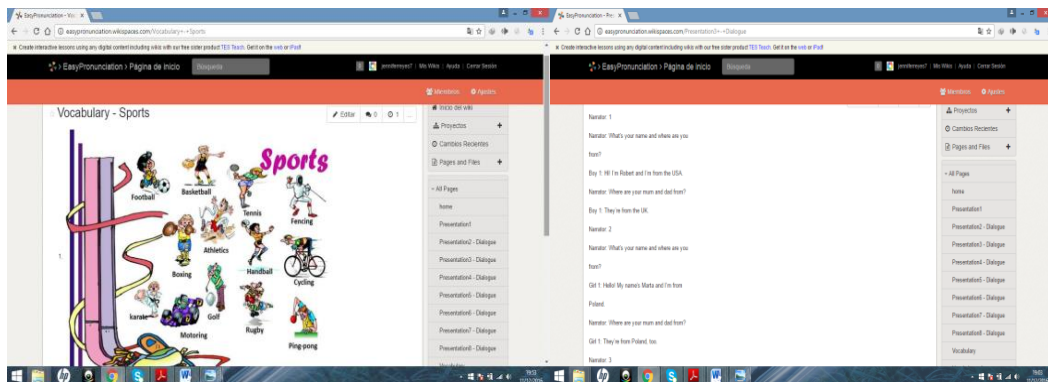
**Activity:** Sports

**Course:** 8<sup>th</sup> EGB

**Resources:** Laptop, Tv, internet, books, recipes, real food.

**Time:** 40 minutes

**Objective:** To classify sport for talking about their favorite activities between them in a conversation.



### Instructions:

- Teacher remind students the vocabulary about sport
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by showing them to report the name about sport vocabulary.
- Students should be able to show an explanation about their favorite sports applying the correct pronunciation about learned vocabulary.


**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova



## Activity #9

<b>Activity:</b> Classroom Objects	<b>Course:</b> 8 <sup>th</sup> EGB
<b>Resources:</b> Laptop, Tv, internet, books	<b>Time:</b> 40 minutes
<b>Objective:</b> To differentiate food vocabulary through the exercises and make recipes for applying in a role play.	



### Instructions:

- Teacher remind students the vocabulary about classroom object
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary related with the objects in the classroom.
- In the next class Students are evaluated by asking them to report the name about classroom object.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

## Activity #10

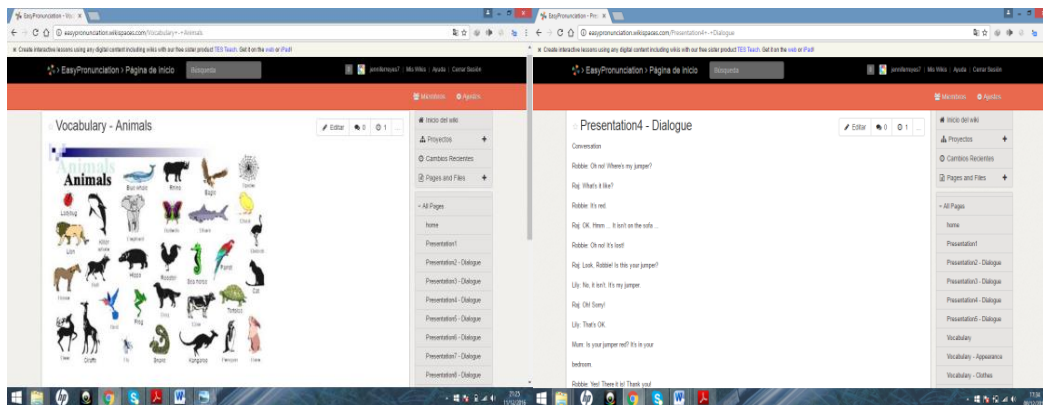
**Activity:** Animals

**Course:** 8<sup>th</sup> EGB

**Resources:** Laptop, Tv, internet, books, recipes, real food.

**Time:** 40 minutes

**Objective:** To distinguish the kinds of animals around the world.



### Instructions:

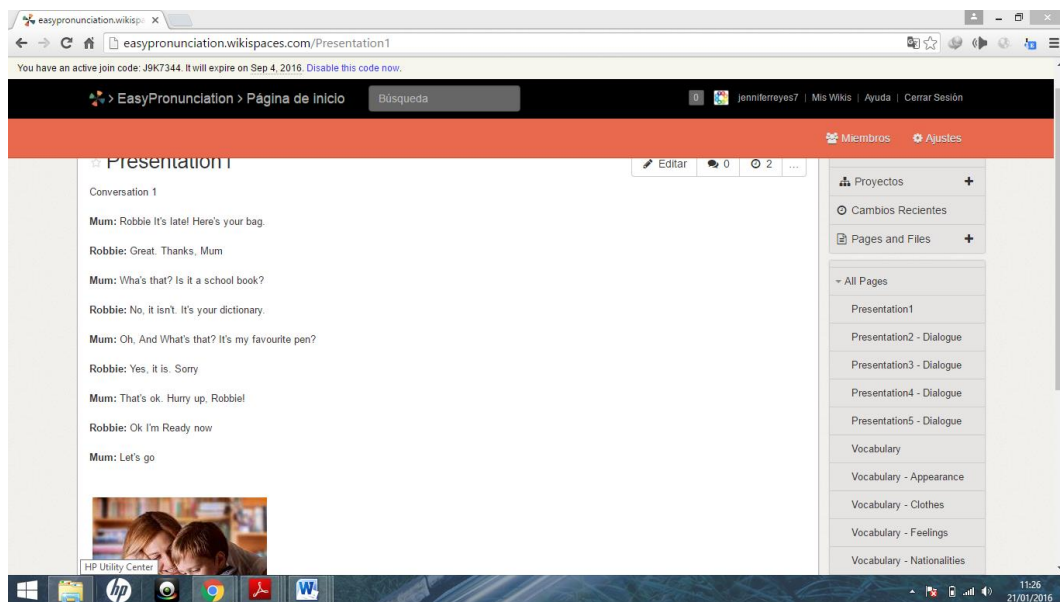
- Teacher remind students the vocabulary about Animals
- Students listen and repeat the pronunciation.
- Teacher encourage them use the wiki for practicing pronunciation at home.
- Listen and practice short dialogues for identifying vocabulary.
- In the next class Students are evaluated by asking them to report list of vocabulary.
- Students should be able to talk about animal applying the correct pronunciation about learned vocabulary.

**Author:** Jennifer Reyes Suárez

**Source:** Unidad Educativa Salinas Innova

#### 4.4.1.4 Script – Dialogue

In this section the students can have access to different scripts that they have to put in practice to enhance English pronunciation. It allows to read the dialogue and acquire the correct pronounce of it.



**Picture 5:** Presentation - Dialogue

**Author:** Jennifer Reyes Suárez

**Source:** <http://easypronunciation.wikispaces.com/Presentation1>

#### 4.4.1.5 Audio Presentation.

The most relevant section in the wiki is the Audio presentation found in the section Pages and Files. It allows reproducing conversations, dialogues, vocabulary that were uploaded in the previous time. The students can listen to them during the visit in this site or download them for practicing without necessity of internet.

In addition, the wiki page can make some links with other websites and other tools too that help the students to encourage and reinforce the English learning process and at the same time the English pronunciation that is the main point of this research.

#### 4.6. EVALUATION

Students began with a low level that was reflected in the Placement Test. This process started with the following steps:

Week	Days	Section	Activities	Topic
1	1	PRESENTATION	TEST	Placement Test (30mins) listen a model performance of pronunciation (dialogue) then read a short paragraph.
2	2	COMMUNICATION Use of audio from the wiki	Vocabulary: Practice pronunciation  Presentation - dialogue: Practice fluency	<ul style="list-style-type: none"> <li>Classroom Objects – Feelings Vocabulary</li> <li>Conversation</li> <li>Games</li> <li>Practice</li> </ul>
4	2	CHECK YOUR ADVANCE!!	MID TEST	• Mid Test (30 min)
3	2	SING WITH SONGS	PRACTICE PRONUNCIATION WITH MUSIC	<ul style="list-style-type: none"> <li>Your beautiful Withoutyou</li> <li>The time of my life</li> </ul>
5	2	FINAL PRACTICE INDIVIDUAL PRONUNCIATON	Vocabulary: Practice pronunciation  Presentation - dialogue: Practice fluency	<ul style="list-style-type: none"> <li>Conversation</li> </ul>
	1	CHECK YOUR ADVANCE!!	FINAL TEST	• Test (30 mins) Read for one minute using the correct intonation and fluency.

#### **4.7. ASSESSMENT PROCESS**

1. Find a short dialogue according to the students' level.
2. Listen to a model of dialogue, a passage or a list of vocabulary and then read it.
3. Ask the student to read the passage for one minute and record the pronunciation.
4. Emphasize that the text should be read aloud using the intonation, punctuation, fluency and speed when they read.
5. Mark any uncorrected mistake made by the student. Mistakes include faster pronunciation, misunderstood speaking, substitutions, omissions, or words bad pronounced from the student. Mark the point in the text where the student makes mistake during their pronunciation.

**Pronunciation Rubric**

**Chart 28: Rubric**

<b>Emphasize 25%</b>	<b>Intonation 25%</b>	<b>Punctuation1 5%</b>	<b>Speed 15%</b>	<b>Accuracy 20%</b>	<b>Description</b>	<b>Definition</b>
<b>Points</b>						
0,25	0,25	0	0	0	Needs to study from the basic	No answer.
0,5	0,5	0,3	0,3	0,4	Needs much more improvement	Hardly pronounced properly.
1	1	0,6	0,6	0,8	Needs more improvement	Spoken poorly, and there are many mistakes in pronunciation.
1,5	1,5	0,9	0,9	1,2	Good	Spoken normally but there are some mistakes in pronunciation.
2	2	1,2	1,2	1,6	Very Good	Spoken rather fluently and there are just a few mistakes in pronunciation.
2,5	2,5	1,5	1,5	2	Excellent	Spoken fluently and there is no mistake in pronunciation.

**Author: Jennifer Reyes Suárez**

#### 4.8 RESULTS

The results were obtained through a rubric where the students were evaluated by their emphasize, intonation, speed, punctuation and accuracy.

N°	NAMES	Pre test	Mid test	Post test	% of Improvement
1	ALVARADO QUIMI CHRISTIAN	4	5	8	
2	BALON GONZALEZ BRYAN	3	6	7	
3	BANCHON CHALEN MILENA	4	4	8	
4	BAQUE MALAVE DANIEL ESLEIDER	3	4	8	
5	BORBOR ARANA JIMENA ANGELICA	1	6	9	
6	BORBOR PEREZ KARLA KATHERINE	2	4	7	
7	CABRERA DOMINGUEZ SANDRO	3	6	8	
8	CHIQUITO CLEMENTE AARON	2	5	9	
9	CORONEL INTRIAGO GABRIEL	1	6	8	
10	FLOR IBARRA SAMANTHA ODALYS	1	6	7	
11	GOMEZ RODRIGUEZ DIEGO	2	5	7	
12	GONZABAY BORBOR CESAR JAIR	2	6	7	
13	GONZALEZ REYES CESAR DANIEL	1	5	6	
14	GONZALEZ TIGRERO DENISSE	4	5	8	
15	GONZALEZ VILLON LUIS EMILIO	4	5	6	
16	LAVERDE FLORES NATHALIY	2	3	9	
17	MACIAS BARROSO KARELYS	3	3	6	
18	MALAVE DE LA ROSA ANGEL	6	4	8	
19	MATEO DOMINGUEZ SHANEN ZIARE	3	5	7	
20	MATIAS BALCAZAR FRANK	7	3	9	
21	MENDOZA HIDALGO ROGER DANILO	4	5	8	

22	ORBEA FERNANDEZ ALAN SEBASTIAN	3	6	7	
23	PANCHANA VERA MARIA ALEJANDRA	4	4	8	
24	PEÑAFIEL RAMIREZ ARIANNA LISBETH	3	4	8	
25	PEREIRA DE LA CRUZ ARIEL ISAIAS	1	6	9	
26	REYES RICARDO ALISSON YAMEL	2	4	7	
27	ROGEL SUAREZ KELVIN ALEXANDER	3	6	8	
28	ROSALES LAINEZ ARIEL EDU	2	5	9	
29	TERNERA MENDOZA JOSE JULIAN	4	5	8	
30	TORRES HIDALGO JANDRY CALED	3	6	7	
31	VALDEZ DEL PEZO JOCELYNE	4	4	8	

**Chart 29: Test Results**  
**Author: Jennifer Reyes Suárez**

#### **4.9 STRATEGIES OF IMPROVEMENT**

After the implementation of the wiki and using the web tools that are inside it, this is the analysis.

**Chart 30: Strategies of Improvement**

<b>BEFORE THE PROPOSAL</b>	<b>AFTER THE PROPOSAL</b>
<ul style="list-style-type: none"> <li>• Classes without technological tools or resources.</li> <li>• Traditional English classes.</li> <li>• Low level of Reading fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Students acquire competences on the use of technological resources.</li> <li>• Use of technological resources during English classes.</li> <li>• Increase of level in English pronunciation fluency</li> </ul>

**Source: Eighth Grade students EGB at Unidad Educativa Salinas Innova**  
**Author: Jennifer Reyes Suárez**



## **4.10 CONCLUSIONS AND RECOMMENDATIONS**

### **4.10.1 CONCLUSIONS**

- 1.** The use of techniques focused on pronunciation for practicing inside and out of the classroom made the teaching learning process easier
- 2.** Nowadays, the use of technology in teaching – learning process is important in education. Therefore, it is necessary to use it in schools to offer a high quality education and make the teaching-learning process easier.
- 3.** The implementation of the Wiki “EASYPRONUNCIATION” had a good impact in eighth grade students when they use it. In addition, students showed interest in the learning when technology was used.
- 4.** The Wiki is also considered as an educational tool. It is useful for students to improve their English Pronunciation.

#### **4.10.2 RECOMMENDATIONS**

- 1.** Teacher should be update in order to apply new techniques in the teaching learning process inside and outside of the classroom.
- 2.** Technology should be used in order to encourage students to learn. It means that teachers should use technology and implement other kinds of activities according to the student's level for increasing English learning process.
- 3.** The Wiki "EASYPRONUNCIATION" should be implemented and used for improving the level of students in English pronunciation skill.
- 4.** The use of the Wiki should be applied in order to improve the level of students' fluency in pronunciation.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 RESOURCES

##### 5.1.1 Institutional

DESCRIPTION
Unidad Educativa Salinas Innova School

##### 5.1.2 Human

DESCRIPTION
English Teachers
Students of eighth grade

##### 5.1.3 Material

DESCRIPTION	UNIT COST	TOTAL COST
Paper	\$3.50	\$ 21.00
Prints	0.25	150.00
Copies	0.05	50.00
Pens	5.00	5.00
CD's	1.00	3.00
<b>TOTAL</b>		<b>\$ 229.00</b>

##### 5.1.4 Technology

DESCRIPTION	UNIT COST	TOTAL COST
Internet Service	\$ 50.00	\$ 50.00
Camera (second hand)	100.00	\$ 100.00
Computer	1600.00	\$1,600.00
<b>TOTAL</b>		<b>\$ 1,750.00</b>

##### 5.1.5 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 50.00	\$ 50.00
Lunch and snacks	70.00	70.00
Unforeseen expenses	50.00	50.00
<b>TOTAL</b>		<b>\$ 170.00</b>

<b>TOTAL SUMATORY</b>		<b>\$ 2,149.00</b>
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## 5.2 TIMETABLE

Chart 31: Timetable

MONTH \ ACTIVITIES	January				February				March				April				May				June				July				August				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Topic Approval				■	■																															
2. Appointment design advisor						■																														
3. Meeting with advisor							■																													
4. Meeting with students								■																												
5. 1st Tutoring of research work										■																										
6. Development Chapter I and II											■	■	■																							
7. Review and correction												■																								
8. 2nd Tutoring of research work														■																						
9. Sample identification														■	■																					
10. implementation of instruments														■	■																					
11. Collection and analysis of results														■	■																					
12. Conclusions & recommendations														■	■																					
13. Preparation of the proposal														■	■																					
14. Drafting of the report														■	■																					
15. Delivery of draft report														■	■																					
16. Dedication on academic peers														■	■																					
17. Handover reports														■	■																					
18. 3rd Tutoring of research work																■	■																			
19. Final reporting																	■	■																		
20. Delivery of the final report																		■	■	■	■															
21. Distribution members of the court																		■	■	■	■															
22. Pre-defensa thesis																		■	■	■	■															
23. 4th thesis advisory																					■	■														
24. Delivery of the final report																							■	■	■	■										
25. Distribution members of the court																								■	■	■										
26. Thesis defense																											■	■								
27. Incorporation																																				■

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**APPENDIX**  
**PENINSULA OF SANTA ELENA STATE UNIVERSITY**  
**FACULTY OF EDUCATION AND LANGUAGES**  
**ENGLISH TEACHING CAREER**

**Appendix A SURVEY APPLIED TO STUDENTS**

8<sup>th</sup> BASIC YEAR  
 ACADEMIC YEAR 2015-2016

**Objective:** To analyze how the students can pronounce correctly in English if they use new techniques in their learning.

**INSTRUCTIONS:**

The student should mark with an **X** in the box of preference.

**A** - Strongly Agree      **B** – Agree                      **C** - Neither Agree nor Disagree  
**D** – Disagree                      **E**- Strongly Disagree

<b>PERSONAL INFORMATION</b>			
<b>Sex:</b> M <input type="checkbox"/>	F <input type="checkbox"/>	<b>Age:</b> <input style="width: 80%;" type="text"/>	

No	Questions	A	B	C	D	E
1	Is the pronunciation an important skill to develop your communicative competences?					
2	Has your English Pronunciation skill improved since you started high school?					
3	Teachers should be dynamic when they teach how to pronounce in English.					
4	Is Pronunciation a difficult skill to learn?					
5	Learning how to pronounce properly in English is sometimes difficult if teachers don't use updated teaching strategies.					
6	Is a Wiki Page easy to use inside and out of the classroom?					
7	Should English Pronunciation be taught through the application of a wiki page to develop the skill?					
8	The implementation of a Wiki page will help teachers to promote the development of your English Pronunciation					
9	Is it important that your teacher uses a kind of ICT as a tool to improve your English Pronunciation.					
10	Can you improve your English Pronunciation if teachers use a Wiki page as a tool to create audios and script focused on your faintness in English?					





**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
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ENGLISH TEACHING CAREER**

**Appendix B Survey applied to English teachers**

ACADEMIC YEAR 2015-2016

**INSTRUCTIONS:**

The teachers should mark with an **X** in the box of preference.

- A** - Strongly Agree                      **B** – Agree                      **C** - Neither Agree nor Disagree  
**D** – Disagree                      **E** - Strongly Disagree

<b>PERSONAL INFORMATION</b>			
<b>Sex:</b> M <input type="checkbox"/>	F <input type="checkbox"/>	<b>Age:</b> <input style="width: 80%;" type="text"/>	<input style="width: 95%;" type="text"/>

No	Questions	A	B	C	D	E
1	Is a Wiki Page easy to use inside and out of the classroom?					
2	Is Pronunciation an important skill that students should develop to improve their communicative competences?					
3	Your student's English Pronunciation has improved since they started high school.					
4	Have you ever applied a web tool to promote the development of good English Pronunciation in your students?					
5	Learning how to pronounce properly in English is difficult for your students					
6	Should English Pronunciation be taught through the application of a wiki page to develop the skill?					
7	The implementation of a Wiki page will help teachers to promote the development of English Pronunciation in their students?					
8	It is helpful for teachers to use a Wiki page to create or adapt audio activities for improving the student's English Pronunciation.					
9	Do you consider that pronunciation is a difficult skill which students always have problems to manage properly?					
10	Do you consider that students can improve their English Pronunciation if teachers use a Wiki page during the English teaching process?					



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
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**Appendix C Interview applied to the head master  
ACADEMIC YEAR 2015-2016**

**Question 1:** What are the advantages or disadvantages of using ICTS (Information and communications technology) in higher education?

**Question 2:** Do you think the implementation of ICTs promotes a better academic performance?

**Question 3:** What are the ICTs (Information and communications technology) most used in the educational field?

**Question 4:** Have you ever heard the word wiki and the use about it in the teaching - learning process?

**Question 5:** Will you support the implementation of a Wiki Page as a system in order to enhance the English Pronunciation from the students?



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
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ENGLISH TEACHING CAREER**

**Appendix D INTERVIEW APPLIED TO THE SPECIALISTS**

ACADEMIC YEAR 2015-2016

**Question 1:** What are the advantages or disadvantages of using the ICTS (Information and communications technologies) in education?

**Question 2:** What kind of learning tools (virtual systems) do you know in order to improve the English pronunciation of students?

**Question 3:** Do you agree that a Wiki page will help students improve English pronunciation for the students?

**Question 4:** Do you consider the use of the Web tools to be the best in order to implement a course using the Wiki page to enhance English Pronunciation of students?

**Question 5:** What benefits are there for students with the implementation of a Wiki page?

**Question 6:** What advice will you give to students that are going to take this Wiki page?

**Question 7:** What advice will you give to teachers that are going to teach this Wiki page?

## Appendix E

Name:

Course:

### Pre Pronunciation Test

#### Section 1 Intonation

2,5 points

Directions: Read the words and below aloud. 1 minute is given to finish reading all the words. (5 minutes)

sea	mouth	sue	feel	weight
she	mouse	zoo	heel	eight

#### Section 2 Speed

1,5 points

six	sit	walk	both	Peace
text	seat	work	birth	Pierce

#### Section 3 Emphasize points

2,5

Read the sentences below aloud 1 minutes is given to finish reading all the sentences. (5 minutos)

He's my father. His name's Sam.

She's my mother. Her name's Pam.

He's my brother. His name's Joe.

She's my sister. Her name's Flo.

He's my dog. His name's Boo.

#### Section 4 Punctuation

1,5 points

Read the conversation below silently. You have 10 minute to prepare for reading. After that, your teacher will give you a cue. You will have 2 minutes to read the coversation aloud.

Robbie: Oh no! Where's my jumper?

Raj: What's it like?

Robbie: It's red.

Raj: OK. Hmm ... It isn't on the sofa ...

Robbie: Oh no! It's lost!

Raj: Look, Robbie! Is this your jumper?

Lily: No, it isn't. It's my jumper.

Raj: Oh! Sorry!

Lily: That's OK.

Mum: Is your jumper red? It's in your bedroom.

Robbie: Yes! There it is! Thank you!

Mum: You're welcome.

**Section 5: Speed**

**Look at the picture. Give some key words to describe it. (6 minutes)**



## Appendix D

Name:

Course:

### Post Pronunciation Test

#### Section 1 Intonation

2,5 points

Directions: Read the words and below aloud. 1 minute is given to finish reading all the words. (5 minutes)

make	toy	sue	close	generate
made	oil	zoo	horse	eliminate

#### Section 2 Speed

1,5 points

eliminate	brilliant	increasingly	colleague	fairy
grave	industrialize	generate	definite	gray

#### Section 3 Emphasize

2,5 points

Read the sentences below aloud 1 minutes is given to finish reading all the sentences. (5 minutes)

**Host:** Good morning! This is *Camping FM!* Now ... it's time for a game of 'What have you got in your tent?' Good morning camper 1! What's your name?

**Sunita:** Hi! I'm Sunita!

**Host:** And what have you got in your tent?

**Sunita:** I've got a torch and a sleeping bag. I haven't got an MP3 player here but that's OK.

**Host:** Cool! Thanks, Sunita! Now, camper 2! What have you got in your tent?

**Simon:** Hello! I'm Simon. I haven't got a CD player with me at the campsite but I've got a cool watch and a sleeping bag.

**Host:** Great! Thanks, Simon. OK. Camper 3, what have you got in your tent?

**Nikki:** Hi! I'm Nikki. Camping is my favourite thing! I haven't got an MP3 player with me but I've got my sunglasses and a cool camping torch.

**Host:** Thanks, Nikki! Lots of cool things!

Thanks for playing.

#### **Section 4 Punctuation**

**1,5 points**

**Read the article below silently. You have 10 minute to read it. After that, your teacher will give you a cue. You will have 3 minutes to read the article aloud.**

#### **Domino's Pizza Delivery Robots**

A huge pizza chain has officially announced the beginning of the trial period for autonomous pizza delivery robots. On Friday, the first successful pizza delivery was carried out by a robot dubbed DRU (Domino's Robotic Unit).

The company executives unveiled the robot on stage at a special event in Brisbane, making the audacious idea become reality. The robot uses on-board sensors to avoid obstacles and is navigated by GPS. It is powered by battery and is able to deliver pizzas within a 20-kilometer radius of a store, before returning to recharge. The robot contains hot and cold compartments for preserving the temperatures of both hot food and cold beverages. Domino's is already well-known for using new technology fads in order to entice customers and make their services as practical as they can get.

#### **Section 5: Speed**

**Look at the picture. 30 seconds are given to you. After that, your teacher will give you a cue. Describe the picture. 2 minutes are given to finish the description. (4 minutes)**



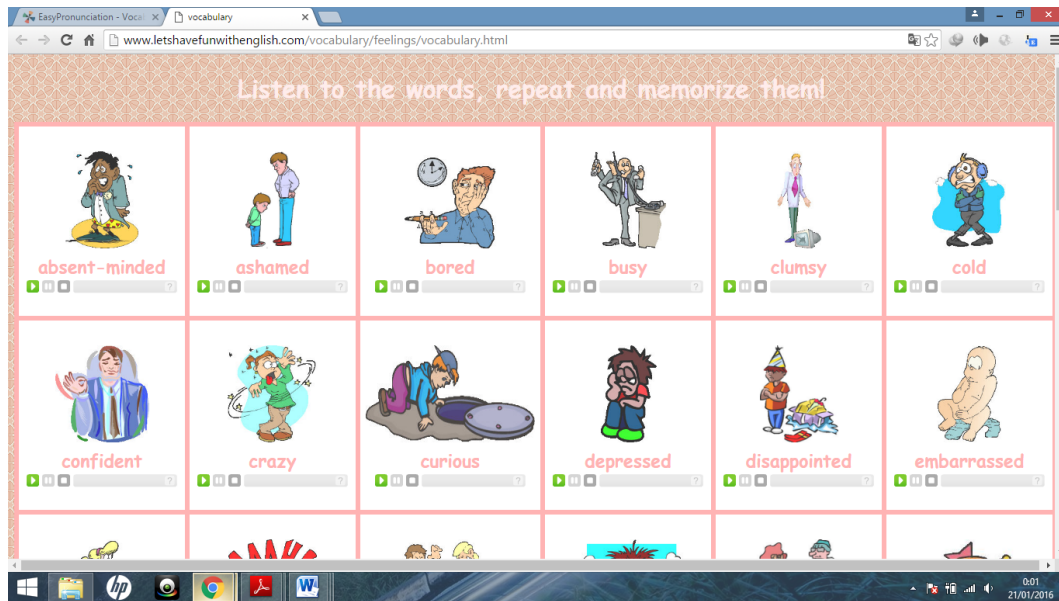
## Appendix F

ARTICLE	DESCRIPTION
<b>16</b>	<p>All persons, individually or collectively, have the right to:</p> <p>Literal 2: Universal access to information technology and communication.</p>
<b>277</b>	<p>To achieve the good life, are general obligations of the State:</p> <p>Literal 6: To promote and advance science, technology, arts. Ancestral knowledge and general community activities creative initiative, associative, cooperative and private.</p>
<b>340</b>	<p>The system consists of the fields of education, health, social security, risk management, physical culture and sport, habitat and housing, culture, communication and information, leisure, science and technology, population, human security and transportation.</p>
<b>347</b>	<p>It is the responsibility of the State:</p> <p>Literal 8: Incorporate information technology and communication in the educational process and promote the link education with social productive activities.</p>

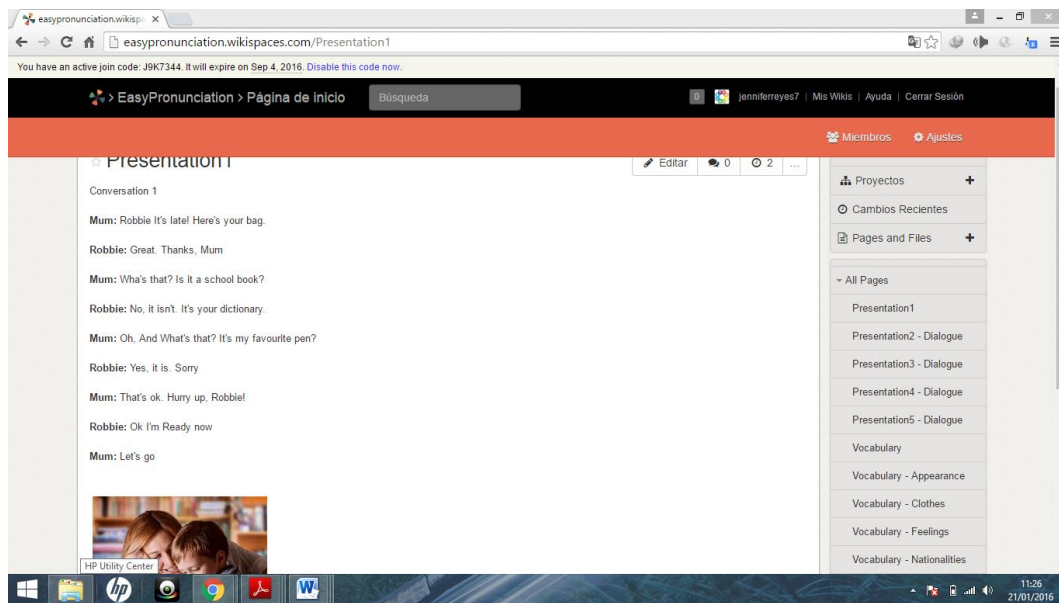


<p style="text-align: center;"><b>ART 347</b></p>	<p>Incorporate information technology and communication in the educational process and promote the link of education with productive or social activities.</p>
<p><b>CHAPTER ONE THE RIGHT TO EDUCATION</b></p> <p style="text-align: center;"><b>ART 6</b></p>	<p><b>E.</b> Ensuring constantly improvement about quality in education;</p>
<p style="text-align: center;"><b>ART 6</b></p>	<p><b>J.</b> Ensuring digital literacy and the use of information technology and communication in the educational process, and foster the link of education with productive or social activities;</p>
<p><b>TRANSITIONAL PROVISIONS</b></p>	<p><b>TWELFTH.-</b> In the case of System Intercultural and Bilingual Education, a decade after the publication of this law, allocation and budget execution for schools of communities, peoples and nations will be preferential to improve educational quality in the following areas: teacher education and training, educational infrastructure, training and community participation, development and provision of teaching materials and implementation of information and communication technologies.</p>

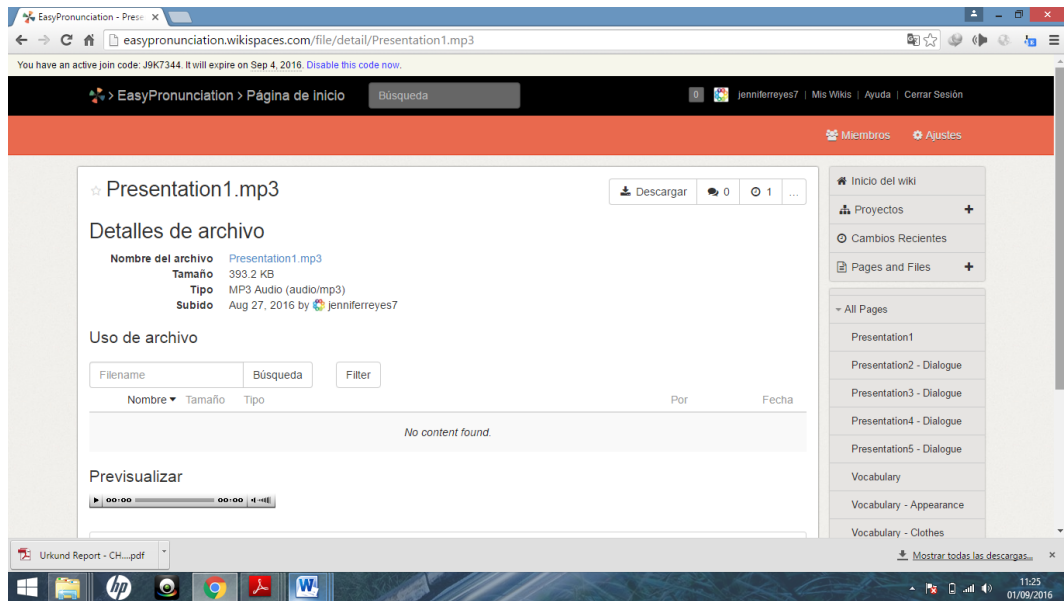
## Appendix G



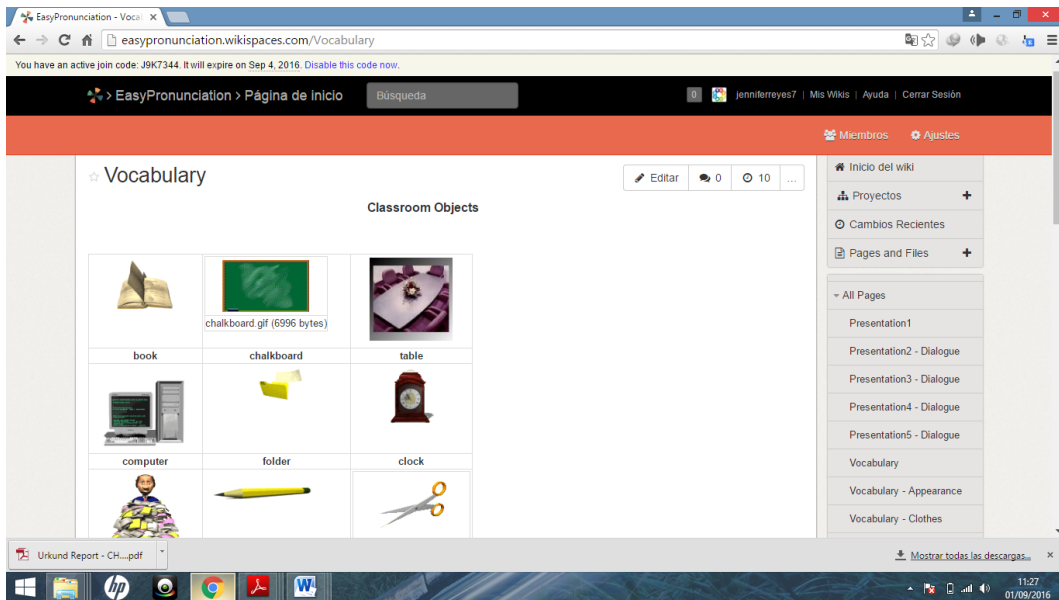
Source:<http://easypronunciation.wikispaces.com/VocabularyFeelings>  
Author: Jennifer Reyes Suárez



Source: <http://easypronunciation.wikispaces.com/Presentation1>  
Author: Jennifer Reyes Suárez

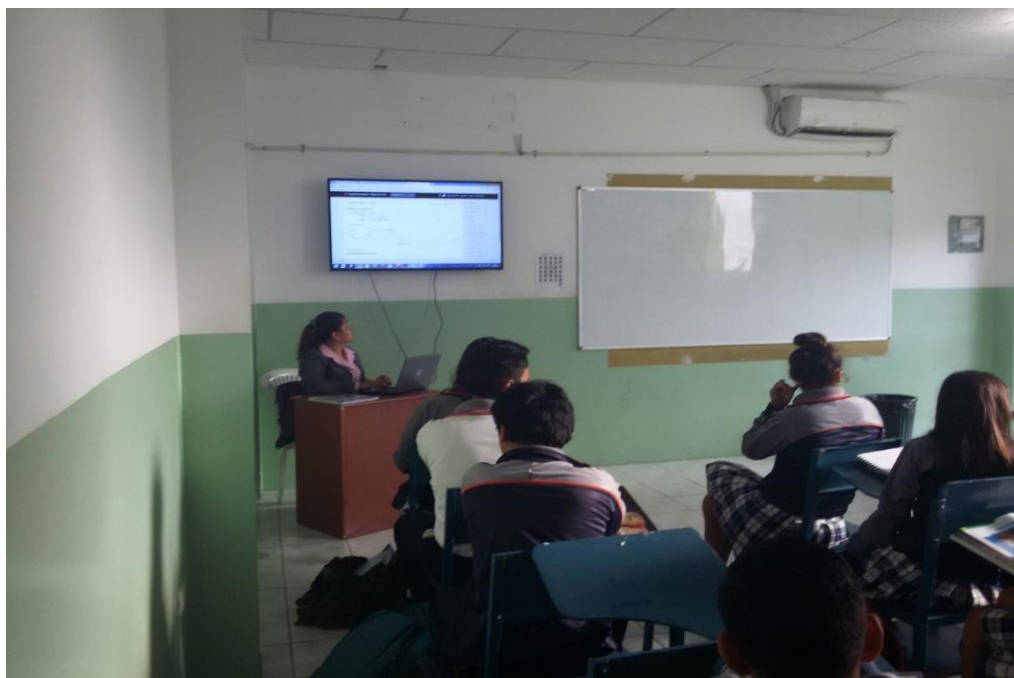


**Source:** <http://easypronunciation.wikispaces.com/Presentation1>  
**Author:** Jennifer Reyes Suárez

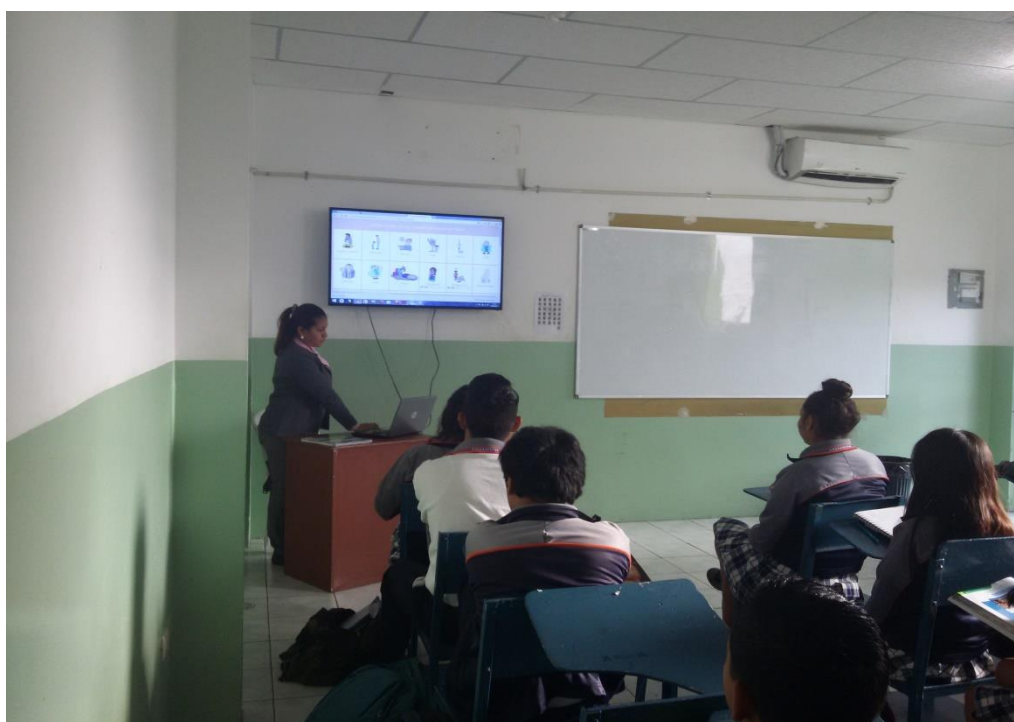


**Source:** <http://easypronunciation.wikispaces.com/Presentation1>  
**Author:** Jennifer Reyes Suárez

## Appendix H



**Picture N°1 Creating a Wikispaces account**  
**Author: Jennifer Reyes Suárez**



**Picture N°2 Explain How to use Wikispaces**  
**Author: Jennifer Reyes Suárez**

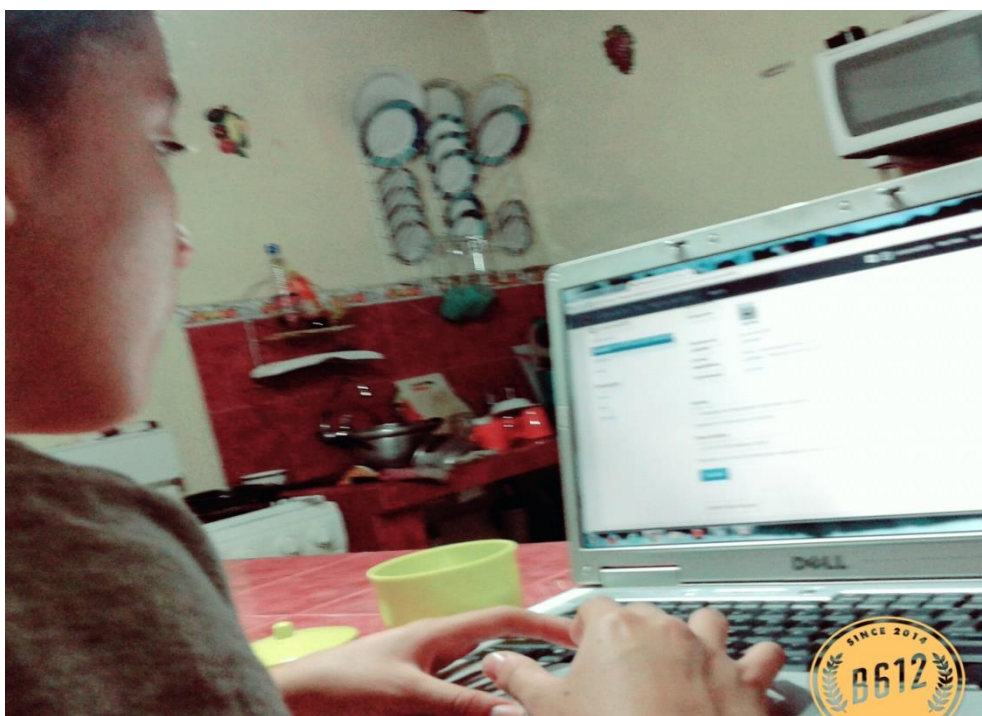


**Picture N° 3 Student using “Easypronunciation” Wiki  
Author: Jennifer Reyes Suárez**

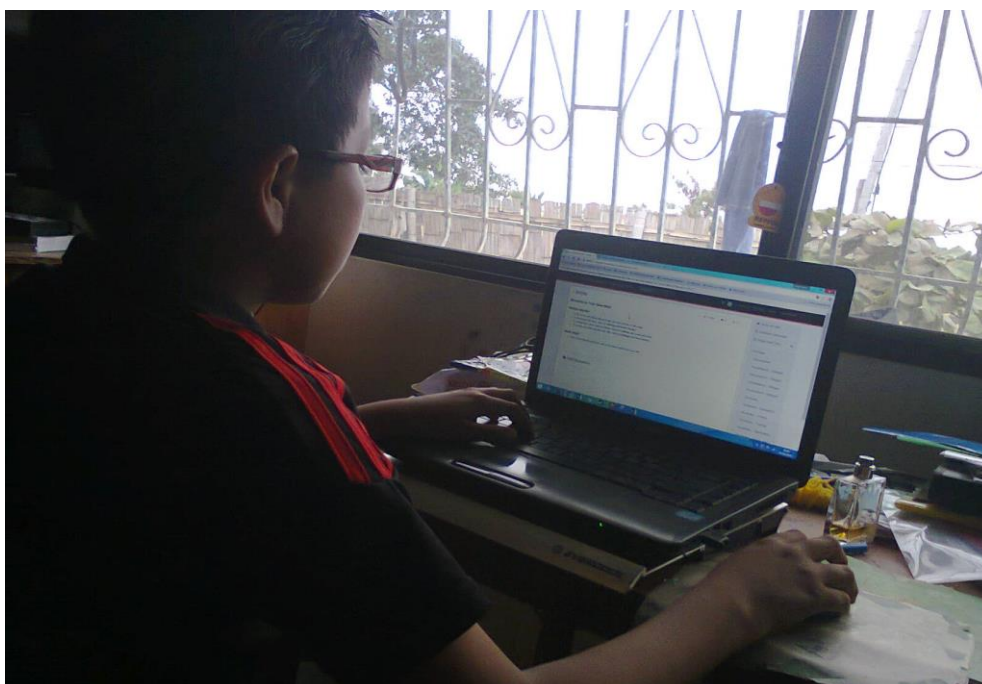


**Picture N° 4 Students practicing pronunciation in group  
Author: Jennifer Reyes Suárez**





**Picture N° 5 Students practicing pronunciation at home**  
**Author: Jennifer Reyes Suárez**



**Picture N° 6 Students practicing pronunciation at home**  
**Author: Jennifer Reyes Suárez**